ZUG MEMORIAL LIBRARY

SEAL OF ELIZABETHTOWN COLLEGE
1899
Deus Lux et Veritas
EDUCATE FOR SERVICE

THE HIGH LIBRARY
3 8455 1004 3038 0

[illegible] 82
[illegible] 82
MAY 5 1983

Not to be
taken from
Library

[illegible] on
or before Date Shown.

Digitized by the Internet Archive
in 2017 with funding from
Elizabethtown College, The High Library

https://archive.org/details/catalog1968eliz

378.73
El43H
1968-1975
c.2

ELIZABETHTOWN COLLEGE BULLETIN

1968
1970

ZUG MEMORIAL LIBRARY
ELIZABETHTOWN COLLEGE
ELIZABETHTOWN, PENNA.

ELIZABETHTOWN COLLEGE BULLETIN

Elizabethtown College

Elizabethtown, Pennsylvania

Sixty-seventh Catalog Number

Vol. LV *August, 1968* *No. 1*

Published quarterly by Elizabethtown College. Second-class postage paid at Elizabethtown, Pennsylvania 17022

Calendar
1968 - 1969

AUTUMN SEMESTER

September	21	Saturday	Registration (freshmen and transfers)
September	23	Monday	Registration (upper classmen)
September	24	Tuesday	Classes begin, 8:00 A.M.
November	27	Wednesday	Thanksgiving Recess begins, 5:00 P.M.
December	2	Monday	Classes resume, 8:00 A.M.
December	20	Friday	Christmas Recess begins, 5:00 P.M.
January	6	Monday	Classes resume, 8:00 A.M.
January	20	Monday	Final Examinations begin
January	20, 21, 22		Registration for Returning Students
January	23	Thursday	Registration for new students and transfers
February	2	Sunday	Mid-year Commencement, 2:30 P.M.

SPRING SEMESTER

February	3	Monday	Registration
February	4	Tuesday	Classes begin, 8:00 A.M.
March	28	Friday	Spring Recess begins, 4:00 P.M.
April	8	Tuesday	Classes resume, 8:00 A.M.
May	19	Monday	Final Examinations begin
June	1	Sunday	Commencement—Baccalaureate, 2:30 P.M.

Calendar
1969 - 1970

September	20	Saturday	Registration (freshmen and transfers)
September	22	Monday	Registration (upper classmen)
September	23	Tuesday	Classes begin
November	26	Wednesday	Thanksgiving Recess begins, 5:00 P.M.
December	1	Monday	Classes resume, 8:00 A.M.
December	19	Friday	Christmas Recess begins, 5:00 P.M.
January	5	Monday	Classes resume, 8:00 A.M.
January	19	Monday	Final Examinations begin
February	1	Sunday	Mid-year Commencement

SPRING SEMESTER, 1970

January	19-21	Monday-Wednesday	Registration
February	2	Monday	Classes begin, 8:00 A.M.
March	20	Friday	Spring Recess begins, 5:00 P.M.
March	31	Tuesday	Classes resume, 8:00 A.M.
May	18	Monday	Final Examinations begin
May	31	Sunday	Commencement

Statement of Purpose

The purpose of Elizabethtown College is personal. Its program is intended to free the student of his limitations of experience and ignorance, and to broaden the span of his interests. It seeks to develop in him critical and constructive habits of thought, a desire and capacity to know, clear and coherent means of self-expression, and an understanding of the world about him, natural, social and cultural.

To be personal is to have a sense of values. The College accepts and promotes among the members of its academic community the values, attitudes, and motives which are historically associated with the Christian faith. It recognizes each person as a moral being for whom life has meaning and destiny. It believes that without a sense of moral responsibility, the educated person can serve inhuman and degrading purposes as easily as he can serve human and redemptive purposes.

In order to achieve these ends Elizabethtown College expects each member of the academic community to face the basic issues of his personhood, to be involved in a creative relationship with others in an academic community, and to pursue excellence in an atmosphere of responsible freedom. Within this context of general personal development Elizabethtown College expects each student to acquire the skills and knowledge of a specialization.

The College is private, its student body coeducational, its academic program undergraduate. Its facilities are open, without discrimination, to all students who seek an education of the quality and kind which will prepare them for service in a free and democratic society. It seeks to offer this preparation in a setting of opportunity which will be exciting and challenging, exacting and rewarding.

The Admission Process

Elizabethtown College welcomes serious students who intend to apply themselves to the educational process. Students are admitted without reference to race, color, creed or national origin. The College will limit the number of students to 1410 in 1968 and 1450 in 1969. Students may be admitted under three different plans.

A. REGULAR ADMISSIONS PLAN

Young men and women who are high school graduates will be welcomed for admission to Elizabethtown College. Their records should indicate good character, serious scholarship, and satisfactory health in order that they might do acceptable college work.

Guiding principles used as applications are evaluated suggest:

1. That the student be a graduate of a senior high school accredited by the regional accrediting agency or by the Department of Education of the state in which he lives.
2. That he be recommended by his high school principal and/or guidance counselor both in regard to academic ability and character qualifications.
3. That he complete a College Preparatory course. If a student has not completed such a course but is deemed, through test scores or other means of evaluating his potential, qualified for entrance, he may be admitted.
4. That he take the Scholastic Aptitude Test as prescribed.

5. That he appear for an on-campus interview.
6. That he provide a physician's statement on a form provided by the College.

B. EARLY ADMISSIONS PLAN

In a sincere effort to provide an opportunity for academic acceleration by superior students, Elizabethtown College has initiated a program under which carefully selected students may begin their higher education immediately after completing the junior year in high school.

Students enrolled under this program become full-fledged freshmen at the College and, upon successful completion of the freshman year, are granted a high school diploma in addition to the college credits earned. This program has the full cooperation and support of the Pennsylvania Department of Public Instruction.

All degree programs at the College are available to these selected students, who are expected to exhibit the mental and emotional maturity necessary to adjust to the general program of the College. Following enrollment, students receive close academic guidance by selected faculty members.

All applicants for the accelerated admission program are carefully screened on a highly individualized basis. Particular attention is given to the following personality factors: mental ability, scholastic achievement, social and physical maturity, and personal motivation.

To be accepted, students must have completed the eleventh year in an accredited high school program and rank in the upper percentiles of their high school class.

Scholastic Aptitude Test scores and other test results are given weighty consideration.

The opinions and predictions of the student's high school principal and guidance counselor are of prime importance, as are those of the College's department head in the particular discipline elected by the applicant.

The written approval of the student's parents, high school principal, and guidance counselor is mandatory before the student can be accepted. Others participating in the selection process are the Dean of the Faculty of Elizabethtown College, the College's Director of Admissions, and the Director of Testing at the College.

In addition to the indicated statistical data, the selection process includes a conference with the student by College officers in the presence of the parents, principal and guidance counselor.

Any student interested in applying for this accelerated program should first discuss the matter thoroughly with the high school guidance counselor and then write to the Director of Admissions at Elizabethtown College for an application form.

C. ADMISSION TO ADVANCED STANDING

Students may be admitted to advanced standing up to the beginning of the senior year on the following Bases:

By Examination. Examinations are given only to those who have teaching experience or practical work in the subjects in which the examination is sought, or to those who have pursued such courses under approved instruction. These tests will be graded passing or failing. Neither letter grades nor quality points will be given. The cost of these examinations is $15.00 per semester hour credit.

Advanced Placement Program (CEEB). Elizabethtown College participates in the Advanced Placement Program of the College Entrance Examination Board. With the approval of the department concerned and the Dean the Faculty, advanced placement and credit are granted to students who perform satisfactorily in college-level courses and on the Advanced Placement Examinations. Although advanced placement credit may be allowed, such credit does not count toward the 128 semester hour requirement for graduation.

Examination for Certification. One exception to the procedure as stated above involves the Business Education students who are required to have typing and shorthand on their transcripts. These students are privileged to take a proficiency examination upon payment of a fee of $5.00. The student who passes the examination is given advanced placement and in addition, the appropriate semester-hour credit with the understanding that he must fulfill the graduation requirement of 128 semester hours over and above the advanced placement credits.

From Other Colleges. The transfer student must present a secondary school record together with an official transcript indicating work completed at and honorable dismissal from any college or all colleges which he has attended. For any student entering Elizabethtown College by transfer, a minimum of 96 semester hours will be required for graduation if he has attended another college for one year, 64 semester hours if for two years, and 32 semester hours if for three years.

Elizabethtown College admits a limited number of handicapped students. Such students are asked to give evidence of satisfactory arrangements for care and movement to and from classes and about the campus before final acceptance will be granted. The College cannot assume any responsibility for classroom or residence hall adjustments, or provide special tutoring or other assistance. A physician's personal statement concerning physical capabilities and limitations of the student must be presented.

The Academic Program

A student attending Elizabethtown College will find that the academic program is structured to help each person attain a broad general understanding as well as a depth of knowledge in a chosen field. The broad general understanding is achieved through the general education core program, which is common to all students wishing to achieve a particular degree. Depth in a chosen field is achieved through the major or area of concentration elected by each student.

The curriculum of the typical student will include (1) the general education core, which is common to all students enrolled in a particular degree program, (2) a departmental major as specified by the department in which the major is elected by the student, and (3) elective courses. Some students may elect professional courses. A student majoring in elementary education will need to elect a 24-hour area of concentration in an academic department. A student who wishes to teach at the secondary level will need to elect the 24 hours of professional education leading to certification as a teacher.

In addition each student may wish to consider enriching his program by electing such special opportunities as the African Area Studies program. This program may be achieved in addition to, and at the same time as, a major. A junior year abroad educational experience in Germany, France, Latin America, or Ghana may be planned to apply directly toward graduation.

Each student should plan carefully the total college experience in order to achieve the greatest possible good from the many opportunities before him.

THE GENERAL EDUCATION CORE

Care has been taken to allow for considerable choice within general education. The student should select with understanding to strengthen his total college experience. A student might be wise to consider choosing an integrating idea to pursue and select a program of courses focusing upon that idea. For example, a student might elect to complete a part of the African Studies Area of concentration and fulfill the general education requirements simultaneously.

Course	B.A. hrs.	B.S. hrs.	
English and Literature	6	6	Each student is required to achieve minimum English competency before taking English 105.
Modern Language	6		Each student for the B.A. must achieve competency equal to Language 202. For a student with two years of high school language this will normally mean second year college language or 6 hours. Those without language background will need to enroll in first year language without credit.
Fine Arts	3	3	May be fulfilled by any Art course except Art 322 or the following Music courses: MU 101, 111, 112, 212, 217, 315, 415, 419 and credit in applied music and ensemble.
Religion and Philosophy	6	6	Select two from the following courses: Rel 100, 102, 104, 200, 202, Ph 200, 201.
History	6	6	Select Hi 105 and one other history course.
Social Science	9	9	Select three courses from among the areas of Economics, Political Science, Psychology or Sociology.
Mathematics or Logic	3	6	
Natural Science	8	8	Select from Biology, Chemistry, Earth Science or Physics, a two-course sequence in one science.
Physical Education	4	4	
Electives	12	12	Selected courses to strengthen the overall general education program according to the student's individual needs.

Convocations

The Convocation Program is an integral part of the general education of each student. The College brings to the campus speakers, artists and companies to discuss the issues of the day and present many types of artistic programs. Fifteen to 18 programs are available to each student each semester. Each student is required to attend ten approved convocation programs a semester for six semesters of his college career.

SPECIAL PROGRAMS

AFRICAN AREA STUDIES

Elizabethtown College, in collaboration with Lincoln University, offers courses in African anthropology, civilization, economics, history, literature, and politics toward a certificate in African Area Studies. This is supplementary to, and in no way to interfere with, the student's major in a regular discipline, which is required of all students. The certificate will require two full years of college French or equivalent and 18 hours of course work devoted to African Studies.

The following special courses will be offered in 1968–1969:

African Politics—a study of the political configuration of contemporary Africa. Emphasis upon new political systems developing in independent states and emerging relations among new states.

African Civilization—a study focusing on aspects of change—social, economic, psychological, spiritual and constant reference to the political dimensions of change.

Other courses listed will be offered in ensuing years.

African Area Studies will help students to understand a world characterized by many cultures and many changes. A student completing the requirements for the Certificate will render himself well qualified to pursue African studies at the graduate level. High caliber students in such studies at the undergraduate level may want to spend their junior year at the University of Ghana.

In addition Elizabethtown College is inaugurating a study abroad program at the University of Ghana. This program involves the student in one semester of university education in the African urban area of Accra. The English language is used at the university.

COOPERATIVE PROGRAM OF UNDERGRADUATE STUDY IN GERMANY AND FRANCE

The six colleges associated with the Church of the Brethren are cooperating in a junior year of study in Germany and in France. Students may study at Philipps-Universitat, Marburg/Lahn, West Germany and at the University of Strasbourg, Strasbourg, France. A wide selection of courses is offered in the social sciences and the humanities. Students are given intensive language instruction prior to the opening of the University semesters.

To qualify for this program, students must have completed the equivalent of the second year of either German or French in college, and have an overall academic record of B or within that range. Other qualifications include seriousness of purpose, good character, demonstrated potential for social adjustment, and a basic understanding of the United States and the host country. A faculty adviser from one of the cooperating colleges is in residence in Europe during the year.

The program accommodates about 20 students at Marburg and about the same number at Strasbourg. Elizabethtown College has a quota of about three or four for each university. The interested student should confer with the Dean of Faculty and work closely with his major adviser.

Study opportunities may also be arranged in Spanish language areas of Europe and the Americas. Students interested in an experience in intercultural living will find these to be exciting opportunities.

Applications and information may be secured from the faculty adviser, Dr. Elizabeth Garber, or the Dean of the Faculty.

MERRILL-PALMER INSTITUTE

The Merrill-Palmer Institute of Human Development located in Detroit, Michigan, has approved Elizabethtown College as a cooperating institution in its undergraduate program in the behavioral sciences.

The Merrill-Palmer Institute, founded in 1920, is a non-degree granting institution of higher education. Its program includes teaching, research, and community services. The coeducational body is composed of both graduates and undergraduates from colleges and universities throughout the United States and abroad.

In addition to pursuing advanced theory courses, the Merrill-Palmer undergraduate aids in conducting research and has the opportunity to meet and work with some of the outstanding individuals in the field of behavioral sciences today.

To be eligible, the student must be entering either the second semester of his junior year or the first semester of his senior year.

At the Institute, he will register for 15–17 semester hours, which will be accepted for credit when he returns to Elizabethtown the following semester.

Although the program is intended primarily for students in the behavioral sciences, other students having an interest will be considered. Further information may be obtained from the Chairman, Department of Psychology.

TEACHERS FOR WEST AFRICA PROGRAM

Elizabethtown College, under a grant from the Hershey Foods Corporation, selects a limited number of applicants for teaching posts in the secondary schools of Ghana and Western Nigeria. This grant is a concrete expression of interest in bettering relations between the people of Africa and the United States through a vital cooperation at the secondary school education level.

Elizabethtown College selects teachers with strong teaching fields in chemistry, physics, biology, mathematics, English, French, industrial arts, and business administration. They are recruited from the seniors and alumni of colleges and universities of high academic standing. The teacher enters into a contract with the employing African government, political subdivision, Ministry of Education, or individual school. The Program makes it possible for the teacher to be placed on the field for this employment by providing the transportation and travel costs for the teacher employed.

Further information can be obtained by contacting the Director, Dr. James M. Berkebile, Elizabethtown College.

SUMMER STUDY

Elizabethtown College conducts a summer session of two five-week terms. In each term a student may enroll for two three-semester-hour courses. It is thus possible for a student to earn 12 semester hours of credit toward a degree by attending both terms. In three full summers a student may complete the equivalent of a year's work.

Students interested in course offerings should contact the Director of Summer Session, Elizabethtown College, Elizabethtown, Pennsylvania.

PART-TIME CAMPUS COURSES

Teachers-in-service and others who can qualify for entrance into college may enroll for courses for which there may be a sufficient demand to justify the organization of a class.

Evening classes are organized for persons who find it possible to carry on further preparation during their spare time.

A program of continuing education is provided for those who wish to take courses for their practical or cultural value. Courses in any of the areas listed in this catalog will be offered upon demand.

Anyone interested in any of the above plans should write to the Dean of the Faculty.

UNIVERSITY CENTER AT HARRISBURG

In cooperation with The Pennsylvania State University, Temple University, the University of Pennsylvania, and Lebanon Valley College, Elizabethtown College offers accredited college level courses through the University Center at Harrisburg. Late afternoon, evening, and Saturday classes are available. Students interested in course offerings should contact the Center Office, 2991 North Front Street, Harrisburg, Pennsylvania. Telephone: 238-9694.

PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

Business

The Department of Business offers programs in Business Administration and Accounting.

The purpose of the curricula in Business is to provide students with basic methods of analysis and intellectual understanding so that they can clearly express a problem, formulate a plan of solution, and then verify the result to the end that society will benefit. Therefore, stress is placed on the fundamental methodology of accounting, economics, finance, mathematics and human relations. All students of business who receive a basic core of professional courses in business administration should be able to succeed in their chosen field. No student, however, is permitted to devote himself exclusively to business subjects, but must become acquainted with the cultural, scientific and humanitarian aspects of the world. Hence a balanced course is planned. Interested students should counsel with the Department of Business.

Engineering—B.A. and B.S. Degrees

In cooperating with The Pennsylvania State University, Elizabethtown College offers a curriculum leading to an engineering degree.

Upon successful completion of the five-year program, the student will receive a Bachelor of Arts degree from Elizabethtown College and a Bachelor of Science degree from The Pennsylvania State University.

Curricula which Elizabethtown students will be qualified to enter at The Pennsylvania State University include aeronautical, civil, electrical, industrial, mechanical, and sanitary engineering. In order to be eligible for admission into The Pennsylvania State University, the student must be recommended by Elizabethtown College.

The fourth and fifth years must be satisfactorily completed in the field of engineering at The Pennsylvania State University.

Students interested in this curriculum should counsel with Professor Hubert Custer of the Department of Physics.

Forestry

Elizabethtown College offers a cooperative five-year program with Duke University which leads to a B.S. or B.A. degree from Elizabethtown and an M.S. in

Forestry from Duke University. Students may major in biology, business, chemistry, mathematics or physics at Elizabethtown and transfer into forestry at Duke. Students interested in this program should counsel with the Dean of the Faculty and the appropriate departmental academic adviser.

The Healing Arts

Pre-Dental, Pre-Medical and Pre-Osteopathy

Most individuals wishing to enter one of these healing arts will find it desirable to major in biology, chemistry, or psychology. Students not majoring in one of the sciences should plan a strong background of electives in science as a very important part of the pre-professional program.

Pre-Nursing

The college offers two years of study which will enable the student to transfer directly into a Baccalaureate nursing program. Students successfully completing this prescribed course at Elizabethtown will be accepted for admission to the Crozer College of Nursing in Chester, Pa. or other institutions with similar programs. Persons interested in this program should consult with Dr. Rollin Pepper of the Department of Biology.

Medical Technology

Students preparing for this vocation need to complete a minimum of 100 semester hours in college and pursue a 12 to 18-month period of study in an approved hospital.

A student who completes the three-year curriculum outlined for the field of medical technology will be granted a B.S. degree upon the completion of the training program as outlined by an approved hospital and upon meeting the certifying requirements of the Board of Registry of Medical Technologists. Elizabethtown is affiliated with York Hospital, St. Joseph's Hospital of Lancaster, Lancaster General Hospital and Harrisburg Hospital.

The curriculum preparing students for medical technology in cooperation with accredited hospitals has been approved by the Board of Registry of Medical Technologists, American Society of Clinical Pathologists. The following courses are required in the Medical Technology program. Biology: 103, 205, 256, and four additional credits in Biology; Chemistry 101, 102, 201, 202, 301 and 322; Physics, 8 credits including Phys 112; Mathematics equivalent to 131.

The fourth year is to be completed in an accredited school of training in medical technology. Upon the completion of such a course and the successful passing of the registry examination for medical technologists, the Bachelor of Science degree will be conferred by Elizabethtown College.

Students interested in this program should counsel with Professor Zoe G. Proctor, of the Department of Chemistry.

Pre-Legal

On March 15, 1928, the Supreme Court of Pennsylvania approved the recommendation of the State Board of Law Examiners to place Elizabethtown College upon the list of colleges, degrees from which are accepted for registration in lieu of preliminary examinations.

The College recommends that the student who plans to enter the legal profession should follow a course leading to one of several majors. Among these might be Business and Economics, History, Political Science, or Philosophy. This will make possible the election of courses in many areas.

Persons wishing to enter law school should become familiar with the admissions requirements of the schools in which study is projected and plan a course of undergraduate study accordingly.

Teaching

Elizabethtown College is approved by the Department of Public Instruction of the Commonwealth of Pennsylvania for the preparation of teachers.

Elementary Education

The Bachelor of Science with a major in elementary education meets all the stated requirements. A student, by careful planning, may also meet the requirements in the Bachelor of Arts degree program. In addition to the elementary education major, each student must complete an area of concentration in an academic department.

Secondary School Teachers of Academic Subjects

The provisional college certificate is issued to an applicant who has completed an approved four-year teacher education curriculum and has been granted a baccalaureate degree from an accredited college. It is valid for three full years of teaching in any public school of the Commonwealth of Pennsylvania.

The Elizabethtown program requires the student to major in the academic area in which he desires to teach and then elect the professional teacher education program. Academic areas open are: biology, business education, chemistry, English, history, mathematics, modern languages, music, and physics. The music education program has been approved for automatic certification by the Pennsylvania Department of Public Instruction.

In consultation with his academic adviser the student should familiarize himself with the specific subject matter requirements for the field in which he wishes to teach.

Students desiring to meet certification requirements for teaching music in the public schools of Pennsylvania will find a program at Elizabethtown College geared to qualify them to teach either vocal or instrumental music at both the elementary and secondary levels.

Social Work

Students who desire to qualify as professional social workers should complete a four-year college course, and should have in addition at least one year of postgraduate work in an approved school of social work. Preferably, they should take the full two-year course in a school of social work leading to the master's degree.

Students who wish to prepare for this field of study should follow the program as outlined for the Bachelor of Arts degree with a major in sociology or psychology.

Pre-Ministerial

Those who are preparing for the ministry should investigate the entrance requirements of the seminary in which they plan to secure their professional training. Majors in many different areas will prepare a student for admission to most theological schools. Such are the demands on the present-day clergyman that there are few subjects in the curriculum that would not contribute to his efficiency, and he should seek as broad a background as possible. Students interested in the professional ministry may wish to discuss that concern with the college minister. Once the decision is made, the student should seek the aid of the departmental guidance adviser in the chosen major department.

ACADEMIC INFORMATION

The College admits as regular students those who desire a Bachelor of Arts or Bachelor of Science degree program. A limited number of special students may also be enrolled.

The Student's Program

Each student must accept a major part of the responsibility to be familiar with the catalog materials and in consultation with his academic adviser he should carefully prepare his program.

The entering freshman is admitted into one of the degree programs of the College. The work of the first two years is selected to a large extent to ensure a foundation in general education and enable the student to select a major wisely.

In most curricula a wide range of electives is offered in the junior and senior years. The student will take the prescribed courses outlined for each consecutive year. The College is not responsible to arrange the scheduling of courses out of sequence. To change from one curriculum to another, the student must secure permission from the Dean of the Faculty.

Since the completion of 128 semester hours of work is required for a degree, a student's program must include an average of 16 semester hours for each of eight semesters to graduate in four years. Many students, however, wisely elect to take a lighter academic load in order to do better work. In these cases most students choose to attend a summer session or a part of a fifth year. A student with average grades may carry up to 18 semester hours of work in any given semester except summer session when the maximum is 12 semester hours.

A student who has achieved a cumulative quality point-credit ratio of 3.00 or above may carry up to 20 semester hours credit in a semester and may complete his work in a minimum of three years and twenty weeks. The maximum number of semester hours any student may carry in a given semester is 20. For each semester hour above 18 for which a student is enrolled in a given semester, an additional fee is charged.

Any student taking 10 hours or more of credit per semester at Elizabethtown College is considered a full-time student and will pay full tuition and fees. Any student taking 9 hours or less per semester will pay the regular semester hour rate, plus essential fees. He will receive a library card entitling him to full use of the library facilities. In a summer session a full-time student is one carrying a minimum of eight semester hours. Tuition and fees are paid according to the schedule in the summer session brochure.

The student's class standing is determined on the basis of the number of credits he has earned. After earning 30 credits, he is considered a sophomore; with 60 credits he is a junior; with 90 credits he is a senior.

Registration

Students are required to register for classes on those days designated on the college calendar. Students registering later than the days specified will be charged a late registration fee of ten dollars.

Change of Registration

Change of registration, when necessary, must be approved by the student's academic adviser. Courses may be added within the first two weeks of a semester and may be dropped without academic penalty during the first six weeks. Withdrawal from a class must be approved by the academic adviser and completed through the Registrar's office.

Credits, Grades, and Quality Points

Credit is indicated in terms of the semester hour. Each semester hour unit signifies work completed in one 50-minute recitation or two or more 50-minute lab periods per week for a semester of 16 to 18 weeks or in an equivalent amount of time in summer sessions.

Grades are reported for work as follows: A, excellent; B, good; C, satisfactory; D, poor; F, failing; W, withdrawal, with the grades earned at the time of withdrawal from class (All class withdrawals must be approved by the adviser and the Dean of the Faculty. Withdrawal without approval effects automatically a grade of F); I, work incomplete. If a grade of I is not removed within one semester after the close of a course, the grade recorded on the permanent record automatically becomes an F.

Quality points are given for credits as follows: for a grade of A, 4 per semester hour; B, 3 per semester hour; C, 2 per semester hour; D, 1 per semester hour; F, no quality points.

Graduation Requirements

To be graduated from Elizabethtown College, the student must obtain 128 semester hours credit, or in the case of engineering, medical technology, and other special programs the number indicated in the course outline, and all of the specific courses indicated, together with the requirements for his major field. No more than ten semester hours credit in workshop courses is applicable towards a degree; a workshop in any area will be counted no more than twice.

Requirements will be governed by the catalog dated four years prior to a student's graduation, or by the catalog in effect at the time of graduation, if the student so chooses.

In order for the student to meet graduation requirements, he must have earned a minimum of 30 semester hours in classes on the Elizabethtown College campus, of which a minimum of 15 semester hours must be in the major department.

Elizabethtown College will graduate only those students who have met the moral and financial obligations incurred while they have been in pursuit of their college courses. The completion of the required number of semester hours does not in itself constitute eligibility for graduation.

Degrees will not be granted in absentia without special permission by the Administrative Committee.

It is the responsibility of the candidate for a degree in February, May, or August to make formal application for the degree in writing to the Dean of the Faculty at least eight weeks before graduation.

In order to be eligible for graduation, students must have a credit quality point ratio of at least 2.00. Students transferring from other colleges must have a ratio of at least 2.00 in courses pursued in residence at Elizabethtown College.

Dean's List and Graduation with Honors

A student having earned an average grade of B+, a quality point-credit ratio of 3.50 or above, is regarded by the College as having performed with distinction.

Students earning a 3.50 or better quality point ratio in any given semester are placed on the "Dean's List of Honor Students."

At the time of his graduation, a student who has achieved a cumulative quality point-credit ratio of 3.50 will be graduated with cum laude distinction; with a ratio of 3.75 his honor will be magna cum laude; with a ratio of 3.90, he will receive summa cum laude distinction. A transfer student will receive honors only if he has earned a minimum 60 semester hours credit at Elizabethtown College. His quality point-credit ratio must be at least 3.50 in work taken at Elizabethtown College. Having met these requirements, he will receive the honor indicated by his ratio on his Elizabethtown College work alone.

Independent Study

Any student who has established himself well in a major field is encouraged to do independent study under faculty sponsorship. The student, in cooperation with the sponsoring faculty member, should first define the nature of the study.

This projected study must then have the approval of the Department Chairman and the Dean of the Faculty before the program is begun. Normally, a student doing independent study should have a 3.0 average. Any one independent study may not exceed two semester hours credit.

Academic Probation

The academic success of a student is measured in terms of grades and quality points. Although a grade of D is passing, a grade of C is considered the lowest satisfactory grade. When a student falls below a cumulative quality point-credit ratio of 2.00, which represents an average grade of C, he is in academic difficulty and will therefore be permitted to carry a maximum of 15 semester hours in a given semester. Academic probation means that a student is in danger of being dismissed from the College for academic reasons.

If, after the student has completed between 1 and 15 semester hours in college, he has a cumulative quality point-credit ratio below 1.50, or after completing from 16 to 30 semester hours below 1.80, or after completing 31 to 45 semester hours below 1.90, or after completing 46 to 60 semester hours below 1.95, or after completing 61 to 75 semester hours below 2.00, he is placed on academic probation and will be limited to a maximum enrollment of 13 semester hours. A student on academic probation may be requested to withdraw from the College any time the administration so decides after a consideration of his overall situation. If a person is on academic probation for three successive semesters, he will be dropped from the College. These persons may apply for readmission after a one-year period. Application for readmission is made to the Dean of the Faculty and may be reviewed by the Academic Standards Committee of the Faculty.

All students enrolled at Elizabethtown College are guests of the College. The College at any time at its own discretion may terminate the enrollment of a student.

Absences

It is the responsibility of each student to attend classes regularly and punctually. Absences caused by ill health, death in the immediate family, participation in intercollegiate events, field trips, and other college assigned and approved activities are cleared through the Office of the Dean of the Faculty. A student desiring make-up privileges for an absence must present legitimate reason to the professor and/or the Dean of the Faculty.

At the beginning of each course, the professor indicates his absence policies to the students in his classes. Excessive absence and tardiness are handled administratively. A student who may have been dismissed from a course for excessive absences may be reinstated by permission of the Dean of the Faculty.

The College attitude toward class absence is that the academically superior student should be allowed some flexibility in class attendance, and the academically inferior student should be under more rigid class attendance demands.

Absences immediately preceding and immediately following cataloged vacations will be counted double.

A student who is absent when an examination is given must secure permission from the Dean of the Faculty in order to take the examination. For a make-up examination which he is permitted to take, he will be charged $1.00 per semester hour except in the case of final examinations for which he will be charged $2.00 per semester hour.

Auditing Courses

A full-time student may elect to audit any course. No fee will be charged if the audit is part of his full-time load. A fee will be charged if the audited course is in addition to the normal semester load.

The requirements for the audit will be determined by the instructor in consultation with the student.

No student is allowed to change a course to an audit after the initial drop period. The enrollment of an audit may not preempt a regularly enrolled student where class enrollment is limited. All such courses will be entered on the student's transcript as an audit.

Scholar's Privilege

Any student who appeared on the Dean's Honor List during the preceding semester, may, with the permission of the instructor, attend any class in the College as a scholar's privilege.

Departmental Student Privilege

Any junior or senior student may, with the permission of the instructor, attend any class within his major department.

Withdrawal from College

Withdrawal from College is initiated through the office of the Dean of Students. For purposes of billing and responsibility for class attendance, the date of notification of the Dean of Students is his official date of withdrawal. Withdrawal without notification calls for no refund in tuition. Failure to comply with this policy may result in loss of the privilege of readmission to the College, and forfeiture of the right to a clear transcript of credits and honorable dismissal.

Prizes

Outstanding achievement in a number of areas of study is recognized each year by the awarding of prizes by individuals, organizations, and corporations. These prizes include the following: Royer Bible Prize, Weaver Biology Prize, Butterbaugh Chemistry Prize, J. W. Kettering Accounting Prize, Raffensperger Journalism Prize, Dr. John R. Gregg Memorial Award, Pennsylvania Institute of Certified Public Accounting Award, and the Wall Street Journal Award.

COURSES OF STUDY*

Each student should select a department in which to study in depth. It is not necessary in most cases for a new college student to make this decision immediately, but careful consideration is important. Those who have serious questions about their major should elect a broad selection of required general education courses in the freshman year. This will enhance the understanding of various opportunities for majors and allow time for the decision to be made.

COURSE DESCRIPTIONS:

An Example:

Bio 101 GENERAL BIOLOGY 3-2-4
Bio 102 GENERAL BIOLOGY 3-2-4 Prereq. Bio 101

Bio 101 is the course number and designation and indicates a Freshman level course.

GENERAL BIOLOGY is the course title.

In 3-2-4, the first numeral (3) signifies the number of 50-minute periods of formal class or recitation meetings a week. The second numeral (2) is the number of 50-minute class periods devoted to laboratory per week. The third numeral (4) signifies the total semester hours credit for the course.

Credits are expressed in semester hours. One semester hour is one (1) 50-minute period of class a week for one semester.

The last column (Prereq. Bio 101) lists the conditions by which this course may be taken.

Prereq.—prerequisite, the given course or courses must have been earned prior to registration for the course listed; e.g. credit in Bio 101 must have been secured before registration for Bio 102.

Coreq.—corequisite, here a course may have been had prior to registration for the course in question or it may be taken simultaneously with that course.

P.O.I.—permission of the instructor. Registration for the course may be made only after securing written permission of the instructor listed to teach the course.

---

*Number: The number of the course reflects the level of instruction rather than the year taken.

DEPARTMENT OF ART

Associate Professor: Libhart (*Chairman*)

The twofold objective of the Department of Art is to develop the student's potential for creativity through self-expression in art, and to equip him with such knowledge and discrimination as will permit his fuller judgment and enjoyment of traditional and modern fine arts works. Both as a subject of study and as an area of participation, art is regarded in the philosophy of this department as integral to the fullest education of a man. To this end, the courses are designed to stimulate the student's experience with the tools of art, with the intellectual content of art, in the practices of art, and in the evaluation of art.

COURSES OF INSTRUCTION

Art 211 OIL PAINTING 3-0-3

Instruction in the practices of studio easel painting and manipulation of the oil medium and materials. Emphasis is upon still-life subject matter. No prerequisite.

Art 221 SCULPTURE 3-0-3

Instruction in the techniques of traditional three-dimensional art media in carving, modeling, and assemblage. So far as conditions permit, the student may work in the medium of his choice.

Art 311 ADVANCED OIL PAINTING 3-0-3

Concentrated practice in particular approaches and techniques of oil painting, including both objective and non-objective composition. Completion of at least two major works is required in the semester, and admission is by consent of the instructor or by completing Art 211.

Art 321 ADVANCED SCULPTURE 3-0-3

Instruction for the experienced student in handling techniques of sculpture. Completion of a major work in a three-dimensional medium is required in the semester, and admission is by consent of the instructor or by completion of Art 221.

Art 322 ART FOR ELEMENTARY SCHOOLS 3-0-3

Study and practice to prepare the student to teach public school art in the elementary grades. Instruction embraces principles of basic design, lettering, composition, and color harmony and their application to home, school, and community interests.

Art 323 COMPARATIVE WESTERN ART 3-0-3

A selected survey of European and American works of music, painting, sculpture, and literature, emphasizing the common bonds of their aesthetic, generic, and philosophical natures.

Art 324 COMPARATIVE AMERICAN ART 3-0-3

A comprehensive survey concentrating upon developments in American fine arts and literature. Emphasis is upon observable characteristics common to the arts and literature, that derive from social, economic, and political developments in our history.

Art 351 HISTORY AND APPRECIATION OF ART 3-0-3

A systematic study of the chronological development of painting, sculpture, and architecture in the Western epochs since ancient times. Extensive visual materials are employed.

THE DEPARTMENT OF BIOLOGY

Professor: Pepper (*Chairman*)
Assistant Professors: Cooke, Heckman, Laughlin
Instructor: Holmes

The curriculum of the Department of Biology is designed to acquaint the student with structural, functional, and populational aspects of living material. Distribution requirements are arranged to assure this exposure; however electives are allowed so that the student may pursue his own individual interests. Departmental and collateral course requirements have been selected in order to prepare the student for graduate, medical, and professional schools as well as to prepare those planning to teach or enter industry.

Major in the Department

A major in the Department of Biology will consist of a minimum of 26 semester hours in Biology distributed as shown below. Biology majors also should show competency through Ch 202, Phys 211, Ma 121, and the intermediate year of a foreign language. Bio 103 may be waived by examination. Students planning to teach in the secondary schools will take the necessary subjects prescribed by the Department of Education. Those not planning to teach in secondary schools will take Ch 301.

The following distribution of Biology courses is required for a major:

Two courses are required from among Bio 103, Introduction to Biology; Bio 203, Plant Morphology; Bio 205, Microbiology; Bio 207, Invertebrate Zoology.

One course is required from among Bio 305, General Physiology; Bio 309, Plant Physiology; Bio 414, Cell Physiology.

All majors are required to take Bio 307, Ecology; Bio 311, Genetics; Bio 490, Seminar in Biology.

The student may elect as desired from among Bio 256, Microtechnique; Bio 301, Comparative Anatomy; Bio 304, Embryology; Bio 306, Histology; Bio 495, Special Problems in Biology.

Bio 312, Techniques in Biology, is open only to those planning to teach in Secondary Schools.

Bio 104, General Biology, is not open to Biology majors.

Area of Concentration for Elementary Education Majors

Courses for elementary education majors who have chosen Biology as their area of concentration have been selected on a basis of distribution between plant and animal emphasis while acquainting the student with structural, functional, and populational aspects of biology.

Elementary education majors who elect Biology as their area of concentration will take the following courses: Bio 103, Introduction to Biology; Bio 203, Plant Morphology; Bio 207, Invertebrate Zoology; Bio 305, General Physiology; Bio 307, Ecology; Bio 311, Genetics, and a Biology elective.

COURSES OF INSTRUCTION

Bio 103 INTRODUCTION TO BIOLOGY 4-0-4

A study of the characteristics of life, the cell, plant and animal taxonomy, and the concepts of evolution. One hour per week will be devoted to small group discussions based on selected reading and laboratory demonstrations. This course is designed as an introduction for those who plan to major in biology as well as those who select biology for their science requirement. May be waived by examination.

Bio 104 GENERAL BIOLOGY 3-2-4 Prereq. Bio 103

An examination of the chemistry of life, vertebrate anatomy, physiology, heredity and developmental biology. This course is a terminal course for those who do not plan to major in biology and will not be credited towards a major in biology or pre-medical chemistry.

Bio 203 PLANT MORPHOLOGY 2-4-4 Prereq. Bio 103

A detailed study of lower and higher plant structures.

Bio 205 MICROBIOLOGY 2-5-4 Prereq. Bio 103 and Ch 102

A detailed study of the morphology and physiology and identification of bacteria as well as their relationships with their environment.

Bio 207 INVERTEBRATE ZOOLOGY 2-4-4 Prereq. Bio 103

A comprehensive study of selected representatives of each of the invertebrate phyla.

Bio 256 MICROTECHNIQUE 2-4-4 Prereq. Bio 103 and Ch 102

Basic training in the preparation of plant and animal tissues for study under the microscope.

Bio 301 COMPARATIVE ANATOMY OF VERTEBRATES 2-4-4 Prereq. Bio 103

A comparative study of the morphology of selected Chordates as evidence which taken with the fossil record gives insight into Chordate Evolution. Laboratories are open for study in addition to scheduled hours.

Bio 304 EMBRYOLOGY 2-4-4 Prereq. Bio 103

A study of the comparative vertebrate development from gametogenesis to the growth and histological differentiation of organs.

Bio 305 GENERAL PHYSIOLOGY 2-3-3 Prereq. Bio 103 Coreq. Ch 201

A functional analysis of vertebrate and invertebrate systems.

Bio 306 HISTOLOGY 2-3-3 Prereq. Bio 103 Coreq. Ch 202 or P.O.I.

Light and electron microscopic analysis primarily of vertebrate cells and tissues. Laboratories are open for study in addition to scheduled hours.

Bio 307 ECOLOGY 2-4-4 Prereq. Bio 103

A study of the relationship of plants and animals with each other and their environment.

Bio 309 PLANT PHYSIOLOGY 2-4-4 Prereq. Bio 103 and Ch 202

A study of the processes of photo-synthesis and the nutrition, growth, and metabolism of plants.

Bio 311 GENETICS 2-2-3 Prereq. Bio 103 and Ch 202 or P.O.I.

A study of Mendelian and molecular genetics.

Bio 312 TECHNIQUES IN BIOLOGY 3-0-3 Prereq. 16 hours in biology

This course emphasizes biology as an investigative science through experimental methods. It is designed specifically for secondary teachers to handle the new curriculum (B.S. C.S.). Open only to those planning to teach in the secondary schools.

Bio 414 CELL PHYSIOLOGY 1-4-3 Prereq. Bio 103 and Ch 202

A chemical and physical approach to the understanding of cell mechanisms. Much independent work is expected of the student. Topics vary from year to year.

Bio 495 SPECIAL PROBLEMS IN BIOLOGY Credits variable. Prereq. 16 credits in biology and permission of the instructor and chairman of the department.

Designed to allow the student to do independent work and limited research in some phase of biology.

Bio 499 SEMINAR IN BIOLOGY 1-0-1 Prereq. 18 credits in biology

Students will present laboratory or literature research to the group. Topics will vary from year to year.

DEPARTMENT OF BUSINESS

Professor: Bitting (*Chairman*)
Associate Professors: Eastlack, Kish
Assistant Professors: Eppley, Neyer, Pomroy, Lindower, Shamseddine, Evans
Instructors: Mast, Rineer, Roush

The Business Department assists students to prepare in the following areas:

B.S. with major in Accounting—Preparation for entrance into the profession of accounting (public, private or governmental) requires a basic business core in addition to a proficiency in accounting. The increased emphasis upon computers and quantitative techniques by business necessitates guiding qualified students into electing additional courses in these areas.

B.S. with major in Business Administration—Preparation to become tomorrow's business leader requires a broad background in business plus the ability to use quantitative techniques in solving problems. This background and basic tools will evolve from the business core and mathematics requirements. Further understanding in a specific area of business will be available by choosing one of the five areas of concentration.

B.S. with major in Business Education—Students who plan to teach in the business department of a secondary school need competency in four areas. The curriculum contains liberal training in courses outside the field of business, a broad background in business, depth in at least two certification areas in business, and professional training. Except for Seminar I the professional training will be conducted by personnel who have been secondary business teachers and maintain an awareness of current developments through close relationship with area high school business departments.

A major in Accounting will include (1) the business core consisting of 24 semester hours; BA 201, Principles of Economics; BA 214, Principles of Marketing; BA 365, Principles of Management; BA 331, 2, Business Law; BA 348 Quantitative Techniques for Business and Economics, Computer Science (any course).

(2) The accounting requirements consisting of 30 semester hours; Ac 103, 4, Managerial Accounting; Ac 205, 6, Intermediate Accounting; Ac 305, 6, Cost Accounting; Ac 406, Advanced Accounting; Ac 407, Federal Income Tax Accounting; Ac 405, Auditing; Ac 497, Internship or Seminar.

(3) The following courses are also required:
Mathematics—Elementary functions or higher level course, 3 hours.
Probability and Statistics, 3 hours.
Social Science—In addition to the six hours of economics listed under business core, a course in each of sociology, psychology and political science is required. Electives—no restrictions. We suggest additional mathematics courses plus courses in Industrial Psychology, Personnel Administration, and Production Management.

A major in Business Administration will include (1) the Business Administration core of 33 hours; Ac 103, 4, Managerial Accounting; BA 201, 2, Principles of Economics; BA 214, Principles of Marketing; BA 365, Principles of Management; BA 324, Business Finance; BA 348, Quantitative Techniques for Business and Economics; Computer Science; BA 331, 2, Business Law.

(2) *The Business Administration* concentration of 12 semester hours beyond the Business Administration core requirements in one of the following areas: Accounting, Computer Science, Economics, Management, or Marketing.

(3) The following non-business courses are required: *Mathematics*—Elementary Functions or higher level course, Probability and Statistics. *Social Science*—In addition to the six hours of economics listed under business core, a course in each of sociology, psychology, and political science is required. *Electives*—No restrictions. We suggest additional mathematics courses plus courses in Industrial Psychology, Personnel Administration and Production Management.

A major in Business Education will include (1) the Business core of 29 semester hours: Ac 103, 4, Managerial Accounting; BA 201, 2, Principles of Economics; BA 214, Principles of Marketing; BA 331, 2, Business Law; B Ed 112, Typewriting; B Ed 421, Office Practice; Computer Science.

(2) Certification in two or more of the following areas: Bookkeeping, Ac 102, 4 and Ac 201, 2; Retail Selling, BA 214 plus any of BA 312, 313, 415 and 491; Shorthand, B Ed 101, 102 and 201; Typewriting, B Ed 111, 112 and 211.

(3) The student will also elect the professional education program for secondary certification.

(4) The following non-business courses are required: *Mathematics*—Probability and Statistics, Quantitative Techniques for Business and Economics or Elementary Functions. *Social Science*—In addition to the six hours of economics listed under business core, a course in each of sociology, psychology and political science is required. *Speech Proficiency* must be achieved.

The 24 semester hour area of concentration for Elementary Teacher Education may be completed in the areas of Economics, Business Administration or Business Education. The requirements are: *Economics*—Principles of Economics, Intermediate Economic Theory, any additional courses; *Business Education*—Principles of Economics, Principles of Accounting, Principles of Management and/or Personnel Administration, any additional business administration courses; *Business Education*—Principles of Economics, Principles of Accounting, Typing, any additional business education courses.

COURSES OF INSTRUCTION

ACCOUNTING

Ac 103 MANAGERIAL ACCOUNTING 2-2-3
Ac 104 MANAGERIAL ACCOUNTING 2-2-3 Prereq. Ac 103

An introductory course designed to acquaint the student with the basic structure of accounting and financial statements. Emphasis will be placed on the interpretation of statements and the uses of accounting information in management control and decision making.

Ac 105 PRINCIPLES OF ACCOUNTING 2-2-3
Ac 106 PRINCIPLES OF ACCOUNTING 2-2-3 Prereq. Ac 105

An introductory course designed to familiarize the student with fundamental accounting principles and methods.

Ac 205 INTERMEDIATE ACCOUNTING 3-0-3 Prereq. Ac 106
Ac 206 INTERMEDIATE ACCOUNTING 3-0-3 Prereq. Ac 205

A thorough study of the use and composition of various and alternate accounting concepts and generally accepted accounting principles; prevailing accounting theories in determining net income; the use of fund and cash flow statements.

Ac 212 PERSONAL INCOME TAX ACCOUNTING 2-2-3

A survey course in preparation of individual income tax returns; a study of what constitutes income and expense and how to report them on tax forms; tax saving devices for the individual. (Not an elective course for a major in accounting.)

Ac 305 COST ACCOUNTING 3-0-3 Prereq. Ac 106

A study of the quantitative aspects of managerial cost accounting, including cost-volume-profit analysis, budgeting, standard costs, and the concept of relevant costs.

Ac 306 ADVANCED COST ACCOUNTING 3-0-3 Prereq. Ac 305

A continuation of the managerial emphasis on cost accounting including capital budgeting, inventory control, joint- and by-product costing, and process cost accounting.

Ac 405 AUDITING 3-0-3 Prereq. Ac 306

An analysis of the responsibilities and work of an auditor, the purpose and kinds of audits, systems of internal control and check, standard auditing procedures and tests, auditor's reports and opinions.

Ac 406 ADVANCED ACCOUNTING 3-0-3 Prereq. Ac 306

A detailed study of accounting for partnerships and corporations; comparative statements, analysis of working capital, insurance, installment sales; an introduction to accounting for consolidations.

Ac 407 FEDERAL INCOME TAX ACCOUNTING 3-0-3 Prereq. Ac 306

A study of the important provisions of the Federal Tax law pertaining to individuals, partnerships, and corporations, using illustrative examples, selected questions and problems, and the preparation of returns.

Ac 490 SEMINAR IN ACCOUNTING 3-0-3 Prereq. P.O.I.

A study of selected topics currently under discussion in the accounting field.
A major research project will be required.

Ac 497 INTERNSHIP IN ACCOUNTING - -3 Prereq. Ac 405 and Ac 407

A two-month work experience in accounting with either a public accounting firm, a business firm, or governmental agency.

BUSINESS ADMINISTRATION

BA 201 PRINCIPLES OF ECONOMICS 3-0-3
BA 202 PRINCIPLES OF ECONOMICS 3-0-3 Prereq. BA 201

A beginning course in the principles and problems of economics; production, monopoly, public finance, national income, money, banking, business cycles, value, price, supply and demand, wages, rent, interest, and profits.

BA 214 PRINCIPLES OF MARKETING 3-0-3 Prereq. BA 201

An investigation of the strategies employed in marketing; a description of the services provided by the various middle-men; an analysis of the basic marketing functions; description of the government's role in marketing; and marketing efficiency.

BA 301 INTERMEDIATE ECONOMIC THEORY 3-0-3 Prereq. BA 202
BA 302 INTERMEDIATE ECONOMIC THEORY 3-0-3 Prereq. BA 202

A study devoted to the structure of markets, pricing of goods, pricing of the factors of production and general equilibrium theory. During the second semester macro-economics will be emphasized including national income accounting, monetary, and fiscal stabilization policies, a comparison of the Classical and Keynesian policy recommendations.

BA 303 MONEY AND BANKING 3-0-3 Prereq. BA 202

A study of the monetary system and the credit and banking system of the United States; emphasis on Federal Reserve System, government fiscal policy, debt management, credit control and other monetary problems.

BA 305 COMPARATIVE ECONOMIC SYSTEMS 3-0-3 Prereq. BA 202 or P.O.I.

Examination, criticism and appraisal of alternative economic systems; capitalism, socialism, communism, and mixed economic systems.

BA 306 DEVELOPMENT OF ECONOMIC DOCTRINE 3-0-3 Prereq. BA 202

Economic science as it developed from the classical tradition of Smith, Ricardo, and Malthus to the modern economics of Keynes and Schumpeter.

BA 312 PRINCIPLES OF ADVERTISING 3-0-3 Prereq. BA 214

The basic principles of advertising and their application to the solution of practical problems encountered by businessmen. Topics considered include: the functions of advertising; relationship between marketing methods and use of advertising; determining basic promotional strategy; and the role of dealer promotion in selling strategy.

BA 313 PRINCIPLES OF RETAILING 3-0-3 Prereq. BA 214

Buying and selling activities; merchandise budgeting and inventory control; store location, appearance and layout; training and supervision of employees; credit policies; pricing policies; use of gross margin, expense and profit figures as guides to decision making.

BA 324 BUSINESS FINANCE 3-0-3 Prereq. Ac 106

An analysis of the management of the funds of a business. Emphasis is placed on the impact of importance of various securities in the capital structure. Consideration is given to growth and decline of individual corporations.

BA 331 BUSINESS LAW 3-0-3
BA 332 BUSINESS LAW 3-0-3

A study of law and legal procedure and their relation to business considering the essential principles of the law of contracts, agency, employer-employee, negotiable instruments, bailments, carriers, sales; second semester—partnerships, corporations, insurance, security devices, property, bankruptcy, trusts and estates, torts, and business crimes.

BA 345 INTRODUCTION TO BUSINESS STATISTICS 2-2-3

A course to develop familiarity with statistical reasoning and statistical methods. Topics included: sources, collection, and presentation of statistical data; measures of central tendency and dispersion; sampling; statistical inference; correlation, index numbers; and time series analysis. Offered 1968-69 only.

BA 346 ADVANCED TOPICS IN BUSINESS STATISTICS 3-0-3 Prereq. BA 345

A course specifically designed for students who wish to explore more completely, topics introduced in BA 345. Specific areas of coverage will be determined according to the interests of the students enrolled. Offered 1968-69 only.

BA 348 QUANTITATIVE TECHNIQUES FOR BUSINESS AND ECONOMICS 3-0-3 Prereq. Ma 151

A course designed to develop familiarity with statistical and mathematical methods specifically applicable to the fields of business and economics. Topics to be covered will include: time series analysis, index numbers, forecasting.

BA 365 PRINCIPLES OF MANAGEMENT 2-2-3

Application of scientific principles of business organization and management in a modern industrialized economy; planning, organizing, coordinating, directing, and controlling functions. Also outside readings and cases.

BA 403 INTERNATIONAL ECONOMICS 3-0-3 Prereq. BA 202

An introduction to the basis and importance of international trade and relations, international payments, and national and international controls; the course provides a combination of theory and policy, presenting the theoretical foundations of international economics as a prelude to the examination of policy.

BA 404 ECONOMIC PROBLEMS 3-0-3 Prereq. BA 202

An application of economic principles to such problems as inflation and deflation, full employment, economic stagnation, credit control, monopolies, and controlled economics.

BA 415 PRINCIPLES OF MARKETING RESEARCH 3-0-3 Prereq. BA 214

The use of the scientific method in solving marketing problems; steps in planning effective surveys; preparation of questionnaires, collection, tabulation, analysis and interpretation of data; writing meaningful reports; statistical sampling, proper use of internal records and secondary sources of information.

BA 424 INVESTMENTS 3-0-3 Prereq. BA 324

Sources and uses of information available to the investor. Specific study of classes of investments. Analysis of financial statements.

BA 466 PRODUCTION MANAGEMENT 3-0-3 Prereq. BA 202, 214, 348, 365 and Ma 151

A critical study of management decision-making techniques, emphasizing the practical application of scientific methods to analysis of production activities. Areas include resource allocation, production cycle, diversification and simplification, plant layout and process control.

BA 467 PERSONNEL ADMINISTRATION 3-0-3

Principles and practices for the effective utilization of the labor force, including: recruitment and selection; training of employees; transfer and promotion; communication and employee morale; determining job requirements; performance evaluations; health, safety and employee welfare; job analysis and labor audits; handling of grievances; administrative correlation; wages, salaries and hours.

BA 468 INDUSTRIAL AND LABOR RELATIONS 3-0-3

An evaluation of the historical development of the union movement and the collective bargaining process; union-management relationships, procedures for the alleviation of tension, alternatives to force, the role of government participation and control in the realization of industrial peace.

BA 491 SEMINAR IN MARKETING MANAGEMENT 3-0-3 Prereq. BA 214 and P.O.I.

A course designed to integrate previously taken marketing offerings by stressing the managerial function. Techniques used are case studies, readings, projects and simulated marketing decision devices.

BA 492 SEMINAR IN MANAGEMENT 3-0-3 Prereq. P.O.I.

Offered in one of the following fields: morality in organization; planning models and decision making; application of behavioral science in management; or production—marketing interaction.

BUSINESS EDUCATION

BEd 101 ELEMENTARY GREGG SHORTHAND 3-0-3
BEd 102 ELEMENTARY GREGG SHORTHAND 3-0-3 Prereq. BEd 101 or P.O.I.

An intensive study of Gregg Shorthand Simplified; emphasis upon theory, application, phrasing, dictation of connected matter, reading from shorthand plates, vocabulary building, and the dictation and transcription of new material at varying rates of speed.

BEd 111 ELEMENTARY TYPEWRITING 2-2-2
BEd 112 ELEMENTARY TYPEWRITING 2-2-2 Prereq. BEd 111 or P.O.I.

Training in fundamental typewriting technique; machine operation, keyboard technique, word drills, letter forms, tabulations, manuscript set-up, preparation of business and legal papers, speed and accuracy building.

BEd 201 ADVANCED GREGG SHORTHAND 3-0-3 Prereq. BEd 102 or P.O.I.

A thorough review of shorthand theory; dictation and transcription covering a wide range of businesses for the development of the vocabulary, and advanced phrase building.

BEd 211 ADVANCED TYPEWRITING 1-2-2 Prereq. BEd 112 or P.O.I.

Development of job production techniques, especially for skill in rapid production of commercially acceptable and mailable copy.

BEd 321 BUSINESS CORRESPONDENCE 3-0-3

A study in effective communication of ideas and information in the modern business world; the letter, the report, the advertisement, inquiry forms such as the interview and the questionnaire.

BEd 421 OFFICE PRACTICE 8 (8 weeks) -0-3

Development of skill in operation of calculating, dictating, and duplicating machines; principles of filing, mailing procedures; telephone techniques; related duties.

BEd 435 METHODS AND PRINCIPLES OF BUSINESS EDUCATION 6 (8 weeks) -0-3

A thorough consideration of the methods of teaching business subjects in secondary schools including the selection and adaptation of curriculum materials. Offered 1968-69 only.

COMPUTER SCIENCE

CS 101 INTRODUCTION TO FORTRAN PROGRAMMING 1-0-1

A course designed to teach programming using the basic Fortran language to the extent that the College computer can be used as a tool for solving problems that the student selects.

CS 201 INTRODUCTION TO DATA PROCESSING 3-0-3

To introduce fundamentals of data processing from punched card equipment to computer systems. Topics include: principles of wiring; operation of punched card equipment; input, output, and storage media; stored program logic; computer arithmetic and processing principles; problem definition techniques.

CS 301 COMPUTER PROGRAMMING 3-0-3 Prereq. CS 201

The course will introduce the student to computer Assembler language programming. This symbolic language should give more insight into the actual structure of the computer.

CS 302 INTRODUCTION TO SYSTEMS ANALYSIS 3-0-3 Prereq. CS 101 and 201, or CS 301

Emphasis is on the purposes and cognizant information for systems studies. Present systems are defined, documented, and analyzed. Installation planning, evaluation, and design considerations are studied from the standpoint of computer cost, speed, maintenance, and manufacturer. Concentration is on typical total management information systems utilizing computers in several areas.

CS 303 INTRODUCTION TO COMPUTER ANALYSIS 3-0-3 Prereq. CS 301

Course will be devoted to the digital computer system and its logic. Emphasis is placed upon that part of the computer's hardware design that provides its discrimination-distribution capacity. The mechanization of mathematical theory is accomplished by the use of Boolean Algebra techniques.

DEPARTMENT OF CHEMISTRY

Professors: Stambaugh (*Chairman*), Berkebile, Spangler
Associate Professors: Ranck, Proctor
Assistant Professor: Hedrick

The basic courses offered in this department are designed to cultivate a scientific spirit and habit. The more advanced courses are designed to prepare the student for further work in industry, graduate school, or medicine. A sequence of courses is designed for students who want to teach chemistry on a secondary level.

For the professional chemist, the best possible backgound in mathematics, physics, and German is desired. For those engaged in medicine, an extensive background in biology is desired. The studies in communication skills and the humanities, which round out a liberal arts education, make for a very full curriculum for those majoring in this department.

Major in the Department

The *Major in Chemistry* is designed to meet the several interests of students. The major must include Ch 101, 102, 201, 202, 301, 303, 304, and 422. The equivalent of German 202, Mathematics 222, and Physics 211 are required. One of the following options must be chosen by each major:

A) Ch 312, Ch 421, 4 credit Chemistry elective, and Phys 212 (for graduate school or industry), B) 3 semester courses of Biology (for premedical students), C) Secondary certification requirements (for secondary teachers).

Area of Concentration for Elementary Education Majors

Elementary Education majors may meet the *Area of Concentration* requirements in chemistry by enrolling in Ch 101, 102, 201, 202, and any other 8 credits of chemistry for which prerequisities are satisfied.

COURSES OF INSTRUCTION

Ch 101 GENERAL CHEMISTRY 3-3-4 Prereq. H.S. Algebra or equivalent
Ch 102 GENERAL CHEMISTRY 3-3-4 Prereq. Ch 101
Ch 104 GENERAL CHEMISTRY 3-3-4 Prereq. Ch 101

A study of the principles of chemistry from the viewpoint of the modern theory of atomic and molecular structure. Ch 101 will be taken by all students during the first semester and either Ch 102 or Ch 104 must be taken during the second semester. Ch 102 will treat in detail the principles of chemical equilibria in aqueous solutions and must be taken by all students who will take either Ch 201 or Ch 301. Ch 104 is designed for the student who will take no further courses in chemistry and will include brief treatments of organic chemistry and other selected topics which are otherwise studied in depth in several advanced chemistry courses.

Ch 201 ORGANIC CHEMISTRY 3-3-4 Prereq. Ch 102
Ch 202 ORGANIC CHEMISTRY 3-3-4 Prereq. Ch 201

A study of the compounds of carbon, aliphatic and aromatic; their properties, synthesis, structures, uses and mechanism of their reactions.

Ch 301 QUANTITATIVE ANALYSIS 2-8-4 Prereq. Ch 102

Principles and practices of laboratory determinations by gravimetric, volumetric, and colorometric analysis together with the mathematical basis for these procedures.

Ch 303 PHYSICAL CHEMISTRY 3-4-4 Prereq. Ch 202, Ma 222 and Phy 211 Coreq. Ch 301
Ch 304 PHYSICAL CHEMISTRY 3-4-4 Prereq. Ch 303

An expansion and coordination of previous courses as related to the physical states of matter, solutions—homogenous and heterogeneous, equilibria, thermodynamics, and the interrelationship of these quantities through mathematics; laboratory emphasis on the application of physical measurements to the solutions of chemical problems.

Ch 312 INSTRUMENTAL ANALYSIS 2-8-4 Prereq. Ch 301 and Ch 303.

Analysis through the use of modern instruments and techniques. Emphasis on chemical and physical theory that makes instruments useful.

Ch 321 RADIOCHEMISTRY 3-3-4 Coreq. Ch 301

A study of physical and chemical properties of radioactive compounds and some of their applications.

Ch 322 BIOCHEMISTRY 2-6-4 Prereq. Ch 202

A study of the chemical processes involving living matter.

Ch 401 ADVANCED INORGANIC CHEMISTRY 3-3-4 Prereq. Ch 312

A study of complex ions and coordination compounds, bonding theories, oxidation—reduction potentials, and the more common elements.

Ch 421 QUALITATIVE ORGANIC ANALYSIS 2-8-4 Prereq. Ch 202

A study of properties of functional groups of organic compounds, with application of these principles used in the identification of pure organic compounds and of mixtures of organic compounds.

Ch 422 ADVANCED ORGANIC CHEMISTRY 3-4-4 Prereq. Ch 202 and Ch 304

A study of organic synthesis and physical organic theory and methods.

Ch 495 SPECIAL PROBLEMS IN CHEMISTRY Variable Prereq. P.O.I.

Designed to acquaint the advanced student with the problems involved in individual work in Chemistry.

GIBBLE SCIENCE HALL

DEPARTMENT OF EDUCATION

Professors: Hoover, Cresswell
Associate Professors: Rice, Graham, Russell (*Chairman*)
Assistant Professors: Bowers, Klauber, McGraw, Booher

It is the purpose of this curriculum to educate the teacher both as a person and as a professional educator. The program takes advantage of the liberal arts setting by projecting the student deeply into the liberal arts rather than withholding the student from them. General education in the liberal arts setting is of special value to the teacher, who should be broadly educated. This broad background is augmented by the major in an academic department and 24 hours professional courses for those desiring secondary certification. The student desiring to teach at the elementary level will major in elementary education completing 46 hours as specified. In addition the student will elect a 24-hour area of concentration in an academic department.

In addition, it is the intention of the program to bring the student to an excellent level of professional competence. The emphases of the professional education are three: 1.) the student 2.) the school 3.) the content to be taught. The program attempts to bring these elements together in a creative way.

COURSES OF INSTRUCTION

The Elementary Education Major:

A. The General Education Program as projected by the College.

B. Area of Concentration—Students must have a minimum of 24 hours, including general education, in one department.

C. Major field requirements:

Ed 201 SEMINAR I 4-0-4 Prereq: Psych 101

This course will involve the student in a study of the historical, philosophical, sociological, and psychological bases of education.

Ed 301 SEMINAR IIA 3-3-4 Coreq: Ed 314, Math 311, Math 312

The student will be involved within the elementary classroom basically as a para-professional. In addition he will study and prepare work in the areas of language arts, science, arithmetic, and social science. Both classroom and study will be integrated in the seminar.

(Breakdown of Seminar IIA)
Classroom Practices in Mathematics (1½ hours)
Classroom Practices in Science (1½ hours)
Field work in Mathematics and Science (1 hour, based on 3 hours field work)

Ed 302 SEMINAR IIB 3-3-4 Coreq: Ed 315, 316

Same as description IIA

(Breakdown of Seminar IIB)
Classroom Practices in Language Arts (1½ hours)
Classroom Practices in Social Studies (1½ hours)
Field work in Language Arts and Social Studies (1 hour, based on 3 hours field work)

Ed 314 SCIENCE FOR THE ELEMENTARY SCHOOL 4-0-4

A study of the concepts, procedures, and materials of science for the elementary school.

Ed 315 LANGUAGE ARTS FOR THE ELEMENTARY SCHOOL 4-0-4

A study of the principles, procedures, and materials in the Language Arts area. The communication skills of reading and writing, speaking and listening, will be explored in an eclectic approach.

Ed 316 SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL 4-0-4

A study of the concepts, procedures and materials of social studies for the elementary school.

Ma 311 MODERN MATHEMATICS FOR THE ELEMENTARY SCHOOL 3-0-3

(See Mathematics Department)

Ma 312 MODERN MATHEMATICS FOR THE ELEMENTARY SCHOOL 3-0-3

(See Mathematics Department)

Ed 400 PROFESSIONAL SEMESTER (16 hours)

The student will be involved in observation, participation, and practice teaching in the public schools. The semester will begin with an orientation to teaching, observation in the classroom, and a seminar on the grade levels to be taught. The central section of the semester will involve the student as teacher at two different grade levels under the guidance of a team involving a master teacher from the public school, a clinical professor from the discipline in which the student teacher has chosen an academic area of concentration, and a professor of elementary education. The semester will conclude with a seminar on teaching in the public school including school law and related topics.

STUDENT TEACHING 12 hours at both primary and intermediate level

PRACTICUM AND SCHOOL LAW 2 hours

TEACHING IN THE ELEMENTARY SCHOOL, including AV 2 hours

The Secondary Program is as follows:

A. The General Education Program as projected by the College.
B. An academic major as outlined by each department.
C. The Professional Education program as follows:

Ed 201 SEMINAR I 4-0-4 Prereq: Psych 101

This course will involve the student in a study of the historical, philosophical, sociological, and psychological bases of education.

Ed 305 SEMINAR II 3-3-4

The student will be involved in the secondary classroom basically as a para-professional. In addition he will study and prepare materials for teaching in his area. Both classroom and study will be integrated.

Ed 405 PROFESSIONAL SEMESTER 16

The student will be involved in observation, participation and practice teaching in the public school. The semester will begin with an orientation to teaching, observation in the classroom, and a seminar in methods of teaching in the academic area chosen. (Methods will be taught by an academic clinical professor.) The central section of the semester will involve the student as a teacher under the guidance of a master teacher from the public school, a clinical professor, and a professor of secondary education. The semester will conclude with a seminar on teaching in the public school including school law and related topics. Required of all students wishing to enter secondary teaching.

TEACHING IN THE ACADEMIC AREAS	2 hours
STUDENT TEACHING	12 hours
PRACTICUM, SCHOOL LAW AND AV	2 hours

Elective Courses in Education

Ed 210 SPECIAL CLASS METHODS 3-0-3

This course is concerned with the theory and application of instruction of the mentally retarded. Critical examination of the diagnosis and classification of mental retardation provide the basis for the intensive study of differential aims, organizations, curriculums, and techniques related to teaching the special classes.

Ed 302 AUDIO-VISUAL EDUCATION 3-0-3

Designed to present the fundamental principles of visual and sensory aids used in the schoolroom; various types and techniques applied to subject matter.

Ed 310 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 3-0-3 Prereq. Psy 101
Ed 311 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 3-0-3 Prereq. Ed 310

An overall consideration of children who deviate from the generally accepted patterns of expected development with special attention to problems of mentally superior, mentally retarded, and physically handicapped children.

Ed 321 ARTS AND CRAFTS FOR SPECIAL CLASSES 3-0-3

Especially organized to meet the needs of teachers of special education; instruction in woodwork, plastic, cork, paper, novelties, leather, use of salvage materials, and clay modeling.

Ed 332 PRINCIPLES AND PRACTICES OF SECONDARY EDUCATION 3-0-3

An integrated course designed to include methods and techniques, materials, and resources related to the subject matter major; the organization of the knowledge for learning, including team teaching techniques and unit planning, evaluative instruments applicable to the teaching of secondary subjects.

Ed 334 EDUCATIONAL MEASUREMENTS 3-0-3

A consideration of the better known personality, intelligence, and achievement tests and an introduction to statistics and their use.

Ed 350 SPECIAL CLASS TEACHING - -1 Prereq. P.O.I.

Observation, classroom teaching, and conferences in special education with supervisors, for a period of one semester. *By appointment.* Fee $45.00, including tuition.

Ed 354 CHILDREN'S LITERATURE 3-0-3 Prereq. Junior or Senior Standing.

An interpretative and critical study of literature for children, including selected readings, fiction and non-fiction, and a study of illustrators and the history of writing for children.

Ed 365 DIAGNOSTIC AND REMEDIAL READING 3-0-3

A survey of recent research concerning reading difficulties is used to acquaint students with problems and needs common to incompetent readers. Methods, materials, and demonstrations are utilized. Each student is required to participate in the construction and practice in testing, planning, and directing remedial groups.

Ed 490 SENIOR SEMINAR IN EDUCATION 3-0-3 Prereq. Ed 441 and P.O.I.

Designed to acquaint seniors who wish to do graduate work with methods of research in Education. Advanced students are given an opportunity to apply the principles of research in a research project.

GEOGRAPHY

Geog 103 WORLD GEOGRAPHY 3-0-3

A study of the physical factors in man's environment and his adjustment to them; the world's landform features and mineral resources, climates, soils, and vegetation types and the political, economic, and social responses of man to them.

Geog 106 GEOGRAPHY OF UNITED STATES AND PENNSYLVANIA 3-0-3

A study of the geography of the United States including physiography, climate, soil, natural vegetation, cultural, economic and political patterns. Special attention is given to the geography of Pennsylvania.

EARTH SCIENCE

ES 101 EARTH SCIENCE I 3-2-4

Earth processes and their effects on the materials, structure, and morphology of the earth's crust: practicum includes field work, study of rocks, minerals, dynamic models, and topographic maps.

ES 102 EARTH SCIENCE II 3-2-4

The evolution of the earth as determined from a study of astronomy, meteorology, and historical geology; practicum includes astronomical observation techniques, meteorological observation and analysis, geological problems and fossils.

DEPARTMENT OF ENGLISH

Emeriti: Schlosser, Bomberger (*Chairman*)
Professor: Dwyer
Associate Professors: Carl J. Campbell, Poe, Riley, Miller, John A. Campbell
Instructors: Wenger, Black, Hackman, Aurand

The Department of English, in keeping with the objectives of the College, recognizes its responsibility of not only training students in the effective use of the English language, but also in contributing to their cultural growth. Accordingly, proficiency in the communication skills (reading, writing, speaking, and listening) creative reading and appreciation of literature, and the all-around development of the students may be considered as fundamentally the aims of the instructional program.

The major types of literature are studied; the works of individual authors are covered; the various periods of English literature are treated. A critical and analytical approach to the study of English and American literature is stressed and maintained.

a. Students preparing to teach English on the secondary level are given a thorough and comprehensive knowledge of an experience in the discipline which they are planning to teach.

b. By giving the student who wishes to teach many elective privileges, the department gives a broad intellectual horizon on which to base professional performance.

Major in the Department

Following are the programs for a major in English and for a major in English with certification in Secondary Education (whose special qualification will appear in parentheses): 42 semester hours in English in addition to the General Education requirements.

		Year to schedule
En 201-202 SURVEY OF ENGLISH LITERATURE	6 hours	Sophomore
En 301-202 AMERICAN LITERATURE	6 hours	Sophomore
Speech Competency (see English Electives)		
Choice of two of the following type courses, one of which must be in a contemporary area: En 311, 405, 406, 407, 408	6 hours	Junior & Senior
Choice of two of the following period courses: En 303, 307, 308, 309, 401, 402	6 hours	Junior & Senior
En 305 or 306 SHAKESPEARE	6 hours	Junior & Senior
En 490 LITERARY CRITICISM	3 hours	Senior
En 342 (En 344 is a required substitute for En 342 for the students who wish to be certified in English in Secondary Education)	3 hours	2nd semester junior
English Electives: any three courses (two courses if Speech Competency is given academic credit) offered by the English Department. This includes Speech courses, Journalism, Creative Writing, Linguistics and Great Books, as well as courses in literature.	9 hours	Junior & Senior
	42 hours	

Area of Concentration for Elementary Education Majors

Program for the 24 hour *Area Concentration in English for Elementary Education Majors:* General Education requirements are counted as part of the 24 hours of concentration. The English Area of Concentration for an Elementary Education major provides the student with a broad background in literature, and, at the same time, gives opportunity for some study in depth.

En 105 INTRODUCTION TO LITERARY TYPES	3 hours
En 205 MAJOR ENGLISH AUTHORS	3 hours
En 301-2 AMERICAN LITERATURE	6 hours
En 342 SPEECH COMPETENCY LINGUISTICS	3 hours
Choice of one of the following type courses: En 305, 306, 311, 405, 406, 407, 408	3 hours
Choice of one of the following period courses: En 303, 307, 308, 309, 401, 402	3 hours
Choice of any other course offered by the English Department, including literature	3 hours
	24 hours

COURSES OF INSTRUCTION

En 001 Remedial English Composition 3-0-0

A study of the principles of clear and effective writing and organization of ideas based upon the reading of non-fictional prose. Required of all students who fail to pass the departmental proficiency examination.

En 105 Introduction to Literary Types 3-0-3

A study of the short story, novel, drama, and verse, intended to develop the student's ability to analyze, evaluate, and appreciate literature.

En 201 Survey of English Literature 3-0-3 Prereq. En 105, English major or P.O.I.
En 202 Survey of English Literature 3-0-3 Prereq. En 105, English major or P.O.I.

A historically oriented survey of literature from Beowulf to the present day attempting to give English majors the literary context for their more specialized courses without neglecting the rigors of close critical analysis.

En 205 Major English Writers 3-0-3 Prereq. En 105

A study of the major English writers from Chaucer to the present day. The course is designed as a terminal course for non-majors to fulfill the General Education requirements. It will be offered both semesters.

En 215 Journalism 3-0-3
En 216 Journalism 3-0-3 Prereq. En 215

An introductory study of news media and news values, with emphasis on effective reporting through the analysis and writing of news stories, editorials, and feature articles.

En 301 American Literature 3-0-3 Prereq. En 105
En 302 American Literature 3-0-3 Prereq. En 105

Representative authors and periods from the Colonial Period to the present, a careful study of the major part of the work of the best writers.

En 303 English Literature Before 1500 3-0-3 Prereq. En 105

Literature of the Old and Middle English Periods with emphasis on Chaucer.

En 305 Shakespeare 3-0-3 Prereq. En 105

A consideration of the origin and development of the English drama together with a study of the chief plays of Shakespeare.

En 306 Shakespearean Drama 3-0-3 Prereq. En 105

A critical consideration of the art and achievement of Shakespeare through the study of a representative selection of his plays.

En 308 THE SEVENTEENTH CENTURY 3-0-3 Prereq. En 105

A study of English literature from the death of Elizabeth I to 1660, including Milton, but not the dramatists.

En 309 THE RESTORATION AND EIGHTEENTH CENTURY 3-0-3 Prereq. En 105

The poetry and prose of the Restoration and Eighteenth Century, excluding the novel and drama.

En 311 ENGLISH DRAMA BEFORE THE TWENTIETH CENTURY 3-0-3 Prereq. En 105

A study of the representative English plays, exclusive of Shakespeare, from Medieval period to the 20th century. Special emphasis will be placed on the great flowering of English drama in the Elizabethan and Jacobean periods.

En 318 CREATIVE WRITING 3-0-3 Prereq. P.O.I.

A course to instruct the student in the production of original written works in the shorter literary forms of his choice, and to acquaint him with literary terminology.

En 342 LINGUISTICS 3-0-3

An investigation of English language and usage to the present time, with stress upon etymology, phonetics, morphology, syntax, and applied linguistics.

En 344 METHODS OF GRAMMAR 3-0-3

A review of traditional prescriptive grammar and an introduction to transformational and other new systems of grammar, brief examinations of Business English and other subjects which are a part of secondary school curriculum, and an emphasis upon the development of skills necessary for the correction of themes, book reports, and other writing that is a part of secondary school English programs.

En 362 GREAT BOOKS 3-0-3 Prereq. P.O.I.

This course is designed to introduce the student to the great ideas of the Western world by reading in primary sources the literary works of major contributors to our Western intellectual heritage. Wide reading and a discussion of the material read will constitute the primary requirements of the class. Since the success of this type of course depends upon a relatively small number of participants, the size of the class will be limited.

En 401 THE ROMANTIC MOVEMENT 3-0-3 Prereq. En 105

Poetry and prose from 1787 to 1830 with major emphasis upon Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats.

En 402 THE VICTORIAN PERIOD 3-0-3 Prereq. En 105

A study of poetry from Tennyson to Yeats and nonfictional prose from Carlyle to Wilde.

En 405 CONTEMPORARY POETRY 3-0-3 Prereq. En 105

A consideration of the chief poets since 1890, with emphasis upon close-reading of the texts.

En 406 MODERN DRAMA 3-0-3 Prereq. En 105

A study of the major European and American dramatists from Ibsen to the present.

En 407 THE EIGHTEENTH AND NINETEENTH CENTURY ENGLISH NOVEL 3-0-3 Prereq. En 105

A study of selected masterpieces as works of prose art, as turning points in the development of the form, and as reflections of the age.

En 408 CONTEMPORARY NOVEL 3-0-3 Prereq. En 105

A study of the work of major novelists of the Twentieth Century with emphasis upon the development of the novel as an art form.

En 490 LITERARY CRITICISM 3-0-3 Prereq. English major or P.O.I.

Studies in the methods of literary criticism, the aim of which is to enable students to develop for themselves a sound approach to literature.

En 495 LITERARY STUDIES Variable Prereq. P.O.I.

This course is designed to give the individual student the opportunity to pursue work in an area of major interest under the guidance of a member of the English Department.

En 321 SPEECH 3-0-3

An introduction to the study of effective speaking; emphasis upon proper articulation, poise, interpretive reading, listening, semantics, speaking from notes, preparing outlines and organizing speeches; participation in extracurricular forensic activities.

En 322 ADVANCED SPEECH AND DEBATE 3-0-3 Prereq. En 321

A consideration of processes and techniques of effective communication practice; drill in parliamentary procedure, discussion, speaking, listening, semantics, and radio speaking.

En 421 TEACHING SPEECH IN THE SECONDARY SCHOOLS 3-0-3

A study of the problems, methods, and materials in the teaching of speech in secondary schools with a primary emphasis upon classroom procedures, analysis of textbook, periodical, and pamphlet materials; tests and rating scales; relationships to extra class speech activities.

En 422 SPEECH CORRECTION AND THE CLASSROOM TEACHER 3-0-3

Training in the recognition, diagnosis, and treatment of minor speech defects with discussion of major defects; reinforcing and following up the work of the professional speech therapist.

DEPARTMENT OF HISTORY

Professors: Zaccano, Nelson
Associate Professors: Hess, Mumford (*Chairman*)
Assistant Professors: Krieder, Swank
Instructors: Hostetler, Winpenny

The study of history particularly encourages the student to critically assess the relationships between facts and ideas, and also to orient himself intelligently in time. The departmental program is designed to prepare students for further study or for careers in teaching, government service and business.

Major in the Department

The history major required the student to satisfactorily complete 39 hours of work in history, including Hi 105 (or its equivalent), Hi 390, and Hi 490. He is required to select nine hours in United States history from Hi 303, 304, 305, or 306; nine hours in European history from Hi 203, 204, 205, 206, 207, 308, 313, or 314; and six hours in non-U.S., non-European courses from Hi 311, 321, 401, and 402.

The department's secondary education program is based on a dedication to quality instruction, and seeks to provide an academically-oriented preparation. Therefore, the secondary education student will be expected to fulfill the normal major requirements except for Hi 490. In its place he will be required to take Hi 497, Methods of Teaching Social Studies. The history major who wishes secondary certification must complete at least one course in economics and one course in political science. This can be used to satisfy the general studies requirement in the social sciences.

Area of Concentration for Elementary Education Majors

For the elementary education concentration the department requires satisfactory completion of 24 hours, including Hi 105 or its equivalent. The student must complete nine hours of United States history, including Hi 301-302; three hours of European history beyond Hi 105; and three hours in a non-U.S., non-European area. The other nine hours are free history electives.

Any deviation from the requirements outlined above must have the approval of the history department.

COURSES OF INSTRUCTION

Hi 105 TOPICS IN THE HISTORY OF WESTERN CIVILIZATION 3-0-3

A highly selective approach to the long-range developments and to the major problems of our Western heritage. The course is discussion-oriented.

Hi 203 HISTORY OF THE RENAISSANCE AND REFORMATION 3-0-3

A survey of the history of Europe from about 1400 to 1648; a portrayal of the transition of European society, institutions, and thought from the Middle Ages to modern times.

Hi 204 HISTORY OF EUROPE DURING THE SEVENTEENTH AND EIGHTEENTH CENTURIES 3-0-3

The age of absolutism in Europe from 1648 to Napoleanic times; emphasis on the politics and diplomacy of the older European powers as well as the arrival of Russia and Prussia into the family of nations, the intellectual foundations of political and economic liberalism as a background to the nineteenth century, and the imperial struggles between European powers.

Hi 205 ENGLISH HISTORY 3-0-3
Hi 206 ENGLISH HISTORY 3-0-3

A consideration of the entire span of English History from the most ancient times to the present with special attention to the development of parliamentary government.

Hi 301 HISTORY OF THE UNITED STATES 3-0-3
Hi 302 HISTORY OF THE UNITED STATES 3-0-3

An introductory survey of American economic, intellectual, political, and social developments. The second term begins at 1865.

Hi 303 AMERICAN COLONIAL AND REVOLUTIONARY HISTORY 3-0-3

Attention will be given to the development of a colonial American culture, to the American Revolution, and to the formation of the Constitution. Offered 1969-70.

Hi 304 AMERICA'S FORMATIVE YEARS, 1789-1865 3-0-3

An interpretive analysis of the major forces in our early national development. Special emphasis will be placed on the interaction of sectionalism and nationalism, the formation of political parties, and the impact of slavery and reform on the American democratic experience. Offered 1969-70.

Hi 305 AGE OF INDUSTRIALISM: U. S. 1865-1914 3-0-3

Emphasis will be placed on industrialism and its consequences, the emergence of the United States as a world power, and the origins and development of Progressivism.

Hi 306 RECENT HISTORY OF THE UNITED STATES: 1914 to the present 3-0-3

An intensive study of the political, social, cultural and economic development of the United States from 1914 to the present.

Hi 307 NINETEENTH CENTURY EUROPE 3-0-3

A portrayal of the history of Europe from the Congress of Vienna to World War I, with particular emphasis on the political, social, and economic, and diplomatic development of Europe in this period.

Hi 308 TWENTIETH CENTURY EUROPE 3-0-3

A general survey of World War I and a characterization of 20th century society; the focus is on the rise to totalitarian ideologies, the plight of democracy, the great depression, and the effect of both World Wars.

Hi 311 HISTORY OF AFRICA 3-0-3

A survey of the history of Africa, with special emphasis on the growth of African states and empires, the impact of Islam, and the development and break-up of the age of imperialism. Offered 1969-70.

Hi 313 RUSSIAN HISTORY 3-0-3
Hi 314 RUSSIAN HISTORY 3-0-3

The development of Russia from its medieval origins to the present, with emphasis placed on the development of Czarist institutions, and on Russia since the revolution of 1917.

Hi 321 HISTORY OF LATIN AMERICA 3-0-3

A concentration on Latin American development since Independence, with stress placed on the twentieth century political and economic developments as they relate to United States policy. Offered 1969-70.

Hi 390 HISTORICAL METHODS AND HISTORIOGRAPHY 3-0-3

A thorough examination of the problems involved in the development of the historical concept through the ages, the means employed by historians in pursuit of their craft, and finally, the study of the historians themselves. Students will prepare several research papers as assigned by the instructor. Required of junior majors in history.

Hi 401 HISTORY OF THE FAR EAST 3-0-3
Hi 402 HISTORY OF THE FAR EAST 3-0-3

A broad survey of Chinese, Japanese, and Korean history from the beginning to the present. Study includes political, economic, social, religious, and philosophical development as well as the response of the Far East to the western impact.

Hi 403 DIPLOMATIC HISTORY OF THE UNITED STATES 3-0-3 Prereq. Hi 302 or P.O.I.

A study of the major developments in the international relations of the United States from colonial times to the present day. Offered 1968.

Hi 405 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES 3-0-3

An examination of the major social and intellectual movements in the United States from the colonial period to the present. Special attention will be given to the different moods and attitudes of the people of the United States throughout their history.

Hi 407 THE ANCIENT WORLD 3-0-3

A survey of the Ancient Orient, followed by detailed consideration of Greece, Hellenistic imperialism, Rome, and the rise and fall of the Roman Empire. Emphasis on social, political, and cultural problems of the general period. Offered 1969-70.

Hi 408 MEDIEVAL HISTORY 3-0-3

A survey of the history of Europe from 300 A.D. to 1500 A.D.; development and subsequent decline of medieval institutions; emphasis on the religious, political, economic, and intellectual currents in the West and to some extent in the East, on the development of the Christian Church and Christian thought and philosophy in their historic setting, and on the early foundation of modern Europe. Offered 1969-70.

Hi 490 HISTORY SEMINAR 3-0-3 P.O.I.

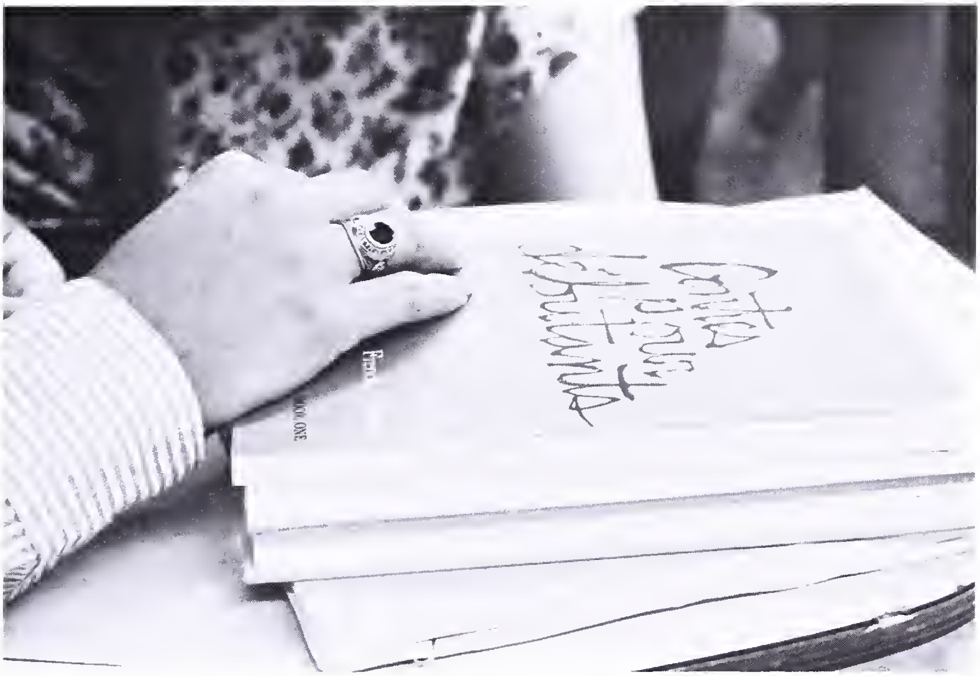
The seminar will be offered each semester and will be taught in multiple sections if necessary. The professors and subjects will vary from term to term; consequently, the seminar may be repeated for credit.

Hi 495 INDEPENDENT STUDY Variable credit P.O.I.

Designed to offer an opportunity to make use of techniques of historical interpretation in specific problem areas. Approval of the Dean of the Faculty is necessary.

Hi 497 METHODS OF TEACHING HISTORY 3-0-3

An examination of the various methods and techniques of teaching social studies on the secondary level. Students will be expected to demonstrate many of these methods in class. Emphasis will be put on depth in the subject taught as well as the method used.



DEPARTMENT OF LANGUAGES

Associate Professors: Graupera, Funk, Porter (*Acting Chairman*)
Assistant Professors: Roscher, Goodling, Herr, Daiga, Lundy

The Department of Languages serves the varied needs of four categories of students: 1.) B.A. candidates with a major in languages, 2.) B.S. and B.A. candidates preparing a teaching career in languages, 3.) Students whose degree programs require studies in languages, 4.) students taking languages to broaden their cultural background. The courses in languages are designed to provide training in the language, literature, and civilization, whereby the student may gain an understanding and appreciation of the life and the thought of the people. The course in Methods of Teaching Foreign Languages has been designed to prepare the future teacher in the varied methods and techniques of teaching foreign languages.

Major in the Department

The Department of Languages offers instruction in French, German, Spanish, Russian and Esperanto, with majors in French, German and Spanish. A major in the department will include 24 hours of a first language above 201-202 (Intermediate), and 12 hours of second language above 101-102. If Russian is taken as a second language, the 12 hours will include the elementary course. Language majors are encouraged to complement their program with courses in history, humanities, philosophy, and other foreign languages and literature.

Departmental majors planning to teach on the secondary level must include the following courses: French majors—301-302, 322, 497; German majors—301-302, 497; Spanish majors—301, 313, 497.

These students must take at least six hours of 300 courses in their second language (except Russian).

Area of Concentration for Elementary Education Majors

Elementary education majors who elect a modern language for their area of concentration must take 24 hours above 101-102, including 497 and at least nine hours of 300 level courses.

COURSES OF INSTRUCTION

FRENCH

Fr 101 ELEMENTARY FRENCH 3-1-3
Fr 102 ELEMENTARY FRENCH 3-1-3 Prereq. Fr 101 or equivalent

An audio-lingual approach for students beginning the study of French in college. Includes pronunciation, grammar, pattern drills, and graded reading selections.

Fr 201 INTERMEDIATE FRENCH 3-1-3 Prereq. Fr 102 or equivalent
Fr 202 INTERMEDIATE FRENCH 3-1-3 Prereq. Fr 201 or equivalent

A comprehensive review incorporating the basic language skills: hearing, speaking, reading, and writing. Selected readings to introduce students to French Literature.

Fr 301 ADVANCED CONVERSATION AND COMPOSITION 3-0-3
Fr 302 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Fr 202 or equivalent

This course aims to develop fluency in speaking, and competency in writing French. It includes a study of idiomatic expressions, special problems in grammar and syntax, vocabulary building, oral and written compositions based mainly on everyday situations.

Fr 321 HISTORY OF FRENCH CIVILIZATION 3-0-3 Prereq. Fr 202 or equivalent

A survey of French life and French institutions, intended as a background for literary studies and as a preparation for the teaching of French. Required of French majors.

Fr 322 PHONETICS AND DICTION 3-0-3 Prereq. Fr 202 or equivalent

A systematic study of the sounds of the French language; training in the improvement of French pronunciation, with special attention to the problems of teachers. Required of French majors.

Fr 401 EARLY FRENCH LITERATURE 3-0-3 Offered 1970–71 Prereq. Fr 301 or 321 or P.O.I.

A study of the development of the French language and literature in medieval society. Readings, in modern French translations, from *La Chanson de Roland* to the poetry of Francois Villon.

Fr 402 FRENCH LITERATURE OF THE SIXTEENTH CENTURY 3-0-3 Offered 1970–71 Prereq. Fr 301 or 321 or P.O.I.

Readings from great prose writers of the Renaissance period; Rabelais, Calvin and Montaigne; a study of Alexandrine verse and the lyric poets of the Pleiade.

Fr 403 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY 3-0-3 Offered 1971–72 Prereq. Fr 301 or Fr 321 or P.O.I.

A survey of the Golden Age of French Literature, with special attention to Corneille, Racine, Moliere, La Rochefoucauld, La Fontaine and La Bruyere.

Fr 404 FRENCH LITERATURE OF THE EIGHTEENTH CENTURY 3-0-3 Offered 1971–72 Prereq. Fr 301 or 321 or P.O.I.

Readings and discussion of the "esprit philosophique" in the Age of Enlightenment, as illustrated in the writings of Fontenelle, Montesquieu, Voltaire, Rousseau, and others.

Fr 405 FRENCH LITERATURE OF THE NINETEENTH CENTURY 3-0-3 Offered 1968–69 Prereq. Fr 301 or Fr 321 or P.O.I.

Romanticism, Realism, and Symbolism with selections from the writings of Chateaubriand, Lamartine, Hugo, Flaubert, Baudelaire, Stendhall, Balzac, Verlaine, Rimbaud.

Fr 406 FRENCH LITERATURE OF THE EARLY TWENTIETH CENTURY 3-0-3 Offered 1968–69 Prereq. Fr 301 or Fr 321 or P.O.I.

The more recent literary tendencies of France as exemplified in the poetry of Valery, Apollinaire, Cocteau, Prevert; in the plays of Claudel, Giradoux, Sartre; in the novels of Proust, Gide, Mauriac, Saint-Exupery, Camus.

Fr 411 COMTEMPORARY LITERATURE 3-0-3 Offered 1969–70 Prereq. Fr 301 or Fr 321 or P.O.I.

The essence of novelty in Contemporary Literature. An examination of the *nouveau roman*, *theatre nouveau*, and the *poesie nouvelle.*

Fr 412 CONTEMPORARY FRENCH LITERATURE 3-0-3 Offered 1969–70 Prereq. Fr 301 or Fr 321 or P.O.I.

Selected complete works of contemporary novelists in paper-back form.

Fr 495 INDEPENDENT READINGS 2-0-2 Prereq. P.O.I.

Courses selected to fit the needs of the individual seniors and to supplement their selection of courses.

Fr 497 METHODS OF TEACHING FOREIGN LANGUAGES 3-0-3

Methodology and techniques of teaching foreign languages in elementary schools and high schools; familiarization with the use of the language laboratory. Required of all majors planning to teach.

GERMAN

Ge 101 ELEMENTARY GERMAN 3-1-3
Ge 102 ELEMENTARY GERMAN 3-1-3 Prereq. Ge 101 or equivalent

An audio-lingual approach to the study of the structure of the language. Includes pronunciation, grammar, pattern drills, and reading selections dealing with the historical, cultural, and social aspects of life in Germany.

Ge 201 INTERMEDIATE GERMAN 3-1-3 Prereq. Ge 102 or equivalent
Ge 202 INTERMEDIATE GERMAN 3-1-3 Prereq. Ge 201 or equivalent

A comprehensive grammar review incorporating the basic language skills—hearing, speaking, reading and writing; reading of modern prose with emphasis on vocabulary building and oral practice on material read.

Ge 301 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Ge 202 or equivalent
Ge 302 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Ge 301

Intensive practice in speaking and writing everyday German; drill on vocabulary building and study of idioms through oral and written compositions.

Ge 321 GERMAN CIVILIZATION 3-0-3 Prereq. Ge 202 or equivalent

Study of geography, linguistic development, and cultural and political history of German-speaking people.

Ge 322 EARLY GERMAN LITERATURE 3-0-3 Prereq. Ge 202 or equivalent

A survey of German Literature from the beginning to the time of Goethe; lecture, reading, discussion, and reports.

Ge 411 GERMAN CLASSICISM AND ROMANTICISM 3-0-3 Prereq. Ge 301-302 or 321 or P.O.I.
Ge 412 GERMAN CLASSICISM AND ROMANTICISM 3-0-3 Offered 1970–71 Prereq. Ge 411

Reading of representative works of the period, with emphasis on authors such as Lessing, Goethe, Schiller and Heine.

Ge 413 GERMAN DRAMA OF THE 19TH CENTURY 3-0-3 Prereq. Ge 301-302 or Ge 321 or P.O.I.
Ge 414 GERMAN DRAMA OF THE 20TH CENTURY 3-0-3 Offered 1969–70 Prereq. Ge 301-302 or Ge 321 or P.O.I.

A close examination of the dramas of Grillparzer, Hebbel, Hauptmann, Brecht, and others.

Ge 415 GERMAN LITERATURE SINCE GOETHE 3-0-3 Prereq. Ge 301-302 or Ge 321 or P.O.I
Ge 416 GERMAN LITERATURE SINCE GOETHE 3-0-3 Offered 1968-69, 1971-72 Prereq. Ge 301-302 or Ge 321 or P.O.I.

Reading and discussion of the works by German Realists, Naturalists, Expressionists, and contemporary authors.

Ge 495 INDEPENDENT READINGS 2-0-2 Prereq. P.O.I.

An opportunity for senior majors to undertake a project in some area of German Literature.

Ge 497 METHODS OF TEACHING FOREIGN LANGUAGES 3-0-3

Methodology and techniques of teaching foreign languages in elementary schools and high schools; familiarization with the use of the language laboratory. Required of all majors planning to teach.

SPANISH

Sp 101 ELEMENTARY SPANISH 3-1-3
Sp 102 ELEMENTARY SPANISH 3-1-3 Prereq. Sp 101 or equivalent.

An audio-lingual approach to the study of the structure of the language. Includes pronunciation, grammar and pattern drills and reading of selections to acquaint the student with Spanish speaking civilizations.

Sp 201 INTERMEDIATE SPANISH 3-1-3 Prereq. Sp 102 or equivalent
Sp 202 INTERMEDIATE SPANISH 3-1-3 Prereq. Sp 201 or equivalent

A comprehensive grammar review incorporating the basic language skills—hearing, speaking, reading and writing. Selected readings present highlights of Spanish and/or Spanish American culture.

Sp 301 SPANISH CONVERSATION 3-0-3 Prereq. Sp 202 or P.O.I.

A course designed to give the student opportunities to communicate effectively with some fluence in various situations.

Sp 313 ADVANCED GRAMMAR AND COMPOSITION 3-0-3 Prereq. Sp 202 or qualifying score in competency test.

A detailed study of the structure of the language. Includes varied exercises, related translations and original compositions.

Sp 314 SURVEY OF SPANISH LANGUAGE 3-0-3 Prereq. Sp 313 or P.O.I.

Origin and evolution of Spanish, Etymology, Morphology. Idiomatic and figurative Spanish. Phonology and versification.

Sp 321 SPANISH CIVILIZATION 3-0-3 Prereq. Sp 313 or P.O.I.

An introduction to the significant periods of Spanish culture, their characteristics and contributions.

Sp 322 SPANISH AMERICAN CIVILIZATION 3-0-3 Prereq. Sp 313 or P.O.I.

An introduction to the civilization of the Spanish American countries, their historical evolution, their institutions, their spiritual life.

Sp 411 SPANISH LITERATURE 3-0-3 Offered 1969–70, 1971–72 Prereq. Sp 321 or P.O.I.
Sp 412 SPANISH LITERATURE 3-0-3 Offered 1969–70, 1971–72 Prereq. Sp 411, 321 or P.O.I.

A survey of the principal literary trends and a study of the major authors up to 1700, and from 1700 to the present.

Sp 413 SPANISH AMERICAN LITERATURE 3-0-3

Sp 414 SPANISH AMERICAN LITERATURE 3-0-3 Offered 1968–69 and 1970–71 Prereq. Sp 322 or P.O.I.

A survey of the major literary developments and a study of the major authors of Spanish America from the conquest to the present time.

Sp 421 CERVANTES 3-0-3 Offered 1968–69 and 1970–71 Prereq. Sp 411 or P.O.I.

A study of the man and his works. Don Quixote and its universal significance.

Sp 422 GOLDEN AGE OF DRAMA 3-0-3 Offered 1968–69 and 1970–71 Prereq. Sp 411 or P.O.I.

A survey of Spain's outstanding dramatists—Lope de Vega, Tirso de Molina, Ruiz de Alarcon and Calderon de la Barca.

Sp 431 THE GENERATION OF 1898 3-0-3 Offered 1969–70 and 1971–72 Prereq. Sp 412 or P.O.I.

A study of the great figures who brought about a revival in Spanish critical thinking.

Sp 432 CONTEMPORARY SPANISH LITERATURE 3-0-3 Offered 1969–70 and 1971–72 Prereq. 412 or P.O.I.

A survey of the major literary trends of the post-war generations.

Sp 495 INDEPENDENT READINGS 2-0-2 P.O.I.

An opportunity for senior majors to undertake a project in some area of Spanish or Spanish American Literature.

Sp 497 METHODS OF TEACHING FOREIGN LANGUAGES 3-0-3

Methodology and techniques of teaching foreign languages in elementary schools and high schools; familiarization with the use of the language laboratory. Required of all majors planning to teach.

RUSSIAN

Ru 101 ELEMENTARY RUSSIAN 3-1-3
Ru 102 ELEMENTARY RUSSIAN 3-1-3 Offered 1969–70 and 1971–72 Prereq. Ru 101 or equivalent

The essentials of grammar, drill in pronunciation, practice in speaking, writing, and translation from prose selections.

Ru 201 INTERMEDIATE RUSSIAN 3-1-3 Prereq. Ru 102 or equivalent
Ru 202 INTERMEDIATE RUSSIAN 3-1-3 Offered 1968–69 and 1970–71 Prereq. Ru 201

A further study of grammar and practice in conversation; reading, and translation devoted to the geography, history, religion, and culture of Russia.

ESPERANTO

Esp 101 ESPERANTO

A study of the international language, Esperanto, including grammar, readings, and conversation. A student having completed this course satisfactorily may receive a diploma issued by the Esperanto Association of North America.

Th.3.1 Let f be a mapping
of a space X into a space Y, and
a connected subset
us at a implies f[
Proof
f[A] is not connected
th open and clo

DEPARTMENT OF MATHEMATICS

Professor: Bossler
Associate Professor: D. Koontz (*Chairman*)
Assistant Professors: Dolan, Shubert, J. Koontz, Morse, Blaisdell
Instructors: Beery, Stauffer

The program in mathematics is designed to prepare the mathematics major for graduate study, secondary school teaching, or industry; to offer students in the sciences mathematical background for their fields; and to give other students experience with mathematical reasoning and methods.

The program in mathematics generally follows the latest suggestions for a curriculum in mathematics for colleges as reported to the Mathematical Association of American (MAA) by the Committee on the Undergraduate Program in Mathematics (CUPM). Instruction is designed to aid in the development of self-reliance, initiative, and confidence as well as to provide mathematical information.

Major in the Department

Mathematics: 36 hours including math 121, 122, 201, 222, 301, 302, 342 and at least 12 additional hours from other 300 or 400 mathematics courses.

Modern Language: 6 hours.

It is strongly recommended that students who anticipate possible advanced study in mathematics, statistics, or computer science elect mathematics 421 and 422.

Area of Concentration for Elementary Education Majors

Requirements: 24 hours including math 121, 151, 201, 311, 312, 341; at least 5 hours from math 101, 122, 301, 302, 342. Math 301 and 302 may be substituted for math 311 and 312.

COURSES OF INSTRUCTION

Ma 001 Remedial Mathematics 3-0-0

Designed for the students who do not have sufficient competency in secondary school mathematics to prepare them for Ma 101. This course may not be taken for college credit.

Ma 101 Elementary Functions 4-0-4

This is a precalculus study of the idea of a function and of particular classes of functions: polynomials, rational functions, algebraic functions, logarithms, general powers, exponential and trigonometric functions. These are studied using algebra and coordinate geometry techniques.

Ma 121 Introductory Calculus 4-0-4 Prereq. Ma 101 (competency)

Differential and integral calculus of the elementary functions with associated analytic geometry.

Ma 122 Multivariable Calculus 4-0-4 Prereq. Ma 121

Differential and integral calculus of real valued functions of several variables; an introduction to differential equations.

Ma 151 Probability and Statistics 3-0-3

A study of the basic notions of probability and the interpretation of common statistical measures. Use of graphs, frequency distributions, averages, measures of dispersion, with an introduction to sampling and correlation.

Ma 152 Mathematics of Finance 3-0-3

Simple interest, logarithmic computation, compound accumulation and present value, general annuities, certain bonds, sinking funds, and introductory life insurance and life annuities.

Ma 201 Linear Algebra 3-0-3 Prereq. Ma 121

An introduction to linear algebra including matrices, determinants, applications to systems of linear equations, and linear transformations.

Ma 222 Theory and Techniques of Calculus 4-0-4 Prereq. Ma 122

Techniques of one variable calculus, limits, infinite series, differential equations.

Ma 301 Abstract Algebra I Prereq. Ma 201 3-0-3
Ma 302 Abstract Algebra II Prereq. Ma 301 3-0-3

A study of fundamental set theory, relations, mappings, groups, number systems, integral domains, divisibility congruences, modular arithmetics, fields, polynomials over integral domains and over fields, vector spaces, linear transformations.

Ma 311 MODERN MATHEMATICS FOR ELEMENTARY EDUCATION 3-0-3 Prereq. Junior Elementary Education Majors.
Ma 312 MODERN MATHEMATICS FOR ELEMENTARY EDUCATION 3-0-3 Prereq. Ma 211

A course designed to present mathematical concepts needed by prospective elementary school teachers. Sets, logic, induction, sets of numbers, numeration systems, operations, algorithm, geometry, problem solving, and other topics.

Ma 321 ADVANCED MULTIVARIABLE CALCULUS 3-0-3 Prereq. Ma 222

Differential and integral vector calculus; Fourier series and boundary value problems.

Ma 341 MODERN GEOMETRY 3-0-3 Prereq. Ma 201

Euclidean and non-Euclidean geometry from a modern viewpoint, acquainting the student with the development of geometric thinking during the past twenty centuries and with recent discoveries.

Ma 342 TOPOLOGY 3-0-3 Prereq. Ma 201, Ma 222

Introductory point set topology stressing topics of importance for the application of topology to real analysis.

Ma 351 MATHEMATICAL STATISTICS I 3-0-3 Prereq. Ma 222
Ma 352 MATHEMATICAL STATISTICS II 3-0-3 Prereq. Ma 351

The concepts and methods of probability and statistics; proofs of theorems presented when possible; applications covered to a limited extent.

Ma 362 NUMERICAL ANALYSIS 3-0-3 Prereq. Ma 201, Ma 222, CS 101

Iterative methods of solving equations, numerical methods of linear algebra, interpolation with polynomials, numerical differentiation and integration, along with numerical solutions of ordinary differential equations.

Ma 412 SEMINAR IN TEACHING MATHEMATICS 3-0-3 Coreq. Ed 451

Designed to acquaint future teachers with the new mathematics programs and to discuss methods and techniques of teaching mathematics at the secondary school level and to study topics not covered in other mathematics courses.

Ma 421 REAL ANALYSIS I 3-0-3 Prereq. Ma 342
Ma 422 REAL ANALYSIS II 3-0-3 Prereq. Ma 421

Introduction to modern abstract theory of calculus. Careful analysis of the concepts and properties of point sets, sequences, limits, continuity, derivative, integration, sequences of functions, functions of several variables.

Ma 491 SPECIAL TOPICS IN MATHEMATICS Variable Credit Prereq. Permission of the Department of Mathematics.

Directed study in topics of special interest to advanced undergraduate mathematics students.

DEPARTMENT OF MUSIC

Professor Emeritus: Fisher
Professor: Shull (*Chairman*)
Associate Professor: Willoughby
Assistant Professors: Kitchen, Simmers, Stites
Instructor: Carnahan

The development and transmission of music as an evolutionary aspect of history and as an art, the performance of its past and present literature, making each age aware of and sensitive to the art, and providing society with avenues for developing a keen sense of musical and aesthetic values is the primary responsibility of musicians and music teachers. To this purpose, within its sphere of influence on and off campus, the Music Department is dedicated.

To meet these objectives, the department offers music for those who wish to prepare themselves for a professional career as music teachers, but also has many opportunities for all students to cultivate and express music avocational interests through a variety of classes, private instruction, and choral and instrumental ensembles.

Major in the Department

The Music Department offers a major in music education for those students who wish to be certified as public school music teachers. This program qualifies its graduates as teachers of vocal and instrumental music on both the elementary and secondary levels in the state of Pennsylvania. Program Approval Status has been granted by the Pennsylvania Department of Public Instruction.

The basic purposes of the professional courses are to develop sound musicianship and understanding of theoretical laws and concepts of music, contribute to a comprehension of music as an artistic means of expression and communication, provide prospective teachers with the knowledge, teaching techniques, and musical skills for fulfilling their roles in school and community life, and to develop performing proficiency as a means of artistic and intellectural enrichment for the performer and the listener.

The courses required in the major are Music 101-102, Music 103-104, Music 201, Music 203-204, Music 208, Music 231, Music 233, Music 241-242, Music 311-312, Music 321, 322, Music 341, Music 343-344, Music 408, Music 441-442, Music 489, a minimum of 12 hours in private instruction, a minimum of eight hours of ensemble credit, and Education 201.

Demonstrated proficiency in piano and voice is required before a student will be permitted to enroll for Music 489 (Student Teaching).

Area of Concentration for Elementary Education Majors

The Music Department also offers a concentration in music for elementary education majors. This area of study provides the prospective classroom teacher with opportunities to develop sensitivity to musical and aesthetic values, gain a comprehension of elementary school children's musical capabilities and interests, and the knowledge and skills necessary for carrying out an effective program of musical activities in the classroom.

This concentration includes courses for developing skills in basic music theory, understanding of music history and literature, proficiency in piano, voice, and ensemble performance and familiarity with teaching techniques and materials applicable to the elementary school music curriculum.

The required courses in the concentration are Music 103-104, Music 217-118, Music 315, Music 415 or 417, five semester hours in private instruction in piano and voice, three hours credit in ensemble, and a three-hour music elective.

COURSES OF INSTRUCTION

MUSIC COURSES

Mu 101 BASIC MUSIC THEORY 3-0-3

An introductory course, open to any student, dealing with basic rhythmic, melodic, harmonic, and structural elements of music. Analysis and creative writing are included.

Mu 102 HARMONY 3-0-3 Prereq. Mu 101

A study of chords and chord inversions, non-chordal tones, and simple modulations. Opportunity throughout the semester for analysis of varied styles and creative expression.

Mu 103 SIGHT-SINGING AND EAR TRAINING 0-2-1
Mu 104 SIGHT-SINGING AND EAR TRAINING 0-2-1 Prereq. Mu 103

A course designed to cultivate aural and oral skills in music. Includes singing and writing of rhythmic, melodic, and harmonic progressions dictated by voice, piano, or tape.

Mu 111 VOICE CLASS 0-2-1
Mu 112 VOICE CLASS 0-2-1

A basic study of the fundamentals of breath control, tone production and development of vocal technique. Open to all students.

Mu 113-114 PIANO CLASS 0-2-1

This class is designed to develop basic piano skills and knowledge of music theory fundamentals. Daily practice is required. Class enrollment is limited to six and offered only upon sufficient demand.

Mu 201 ADVANCED HARMONY 3-0-3 Prereq. Mu 102

A continuation of Music 101-102 involving more intensive and detailed study of harmonic techniques of the 18th-20th centuries. Survey and application of seventh, ninth, and eleventh chords; borrowed and altered chords; and more involved modulations. Stress upon individual creative work and composition throughout the course.

Mu 203 ADVANCED SIGHT-SINGING AND EAR TRAINING 0-2-1 Prereq. Mu 104
Mu 204 ADVANCED SIGHT-SINGING AND EAR TRAINING 0-2-1 Prereq. Mu 203

A continuation of Music 103-104 involving further development in sight-reading and dictation abilities. Three and four-part writing stressed in the second semester. Extensive part-singing training an integral phase of the course.

Mu 208 KEYBOARD HARMONY 2-0-2 Prereq. Mu 201

A course designed to develop skills in harmonizing melodies at the piano using various appropriate chord structures, modulatory progressions, and suitable piano accompaniments for given melodies. Some attention given to improvization techniques.

Mu 212 CHURCH MUSIC 2-0-2

A study of the music of the Christian Church—historical, theoretical, and practical—preparing the student for better musical participation or leadership in any Protestant denomination.

Mu 217 FUNDAMENTALS OF MUSIC 3-0-3

A basic study of the science of sound; elements of notation; voice and choirs; instruments, band and orchestras; the directing of group singing; and a brief survey of the history of music.

Mu 218 TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL 3-0-3 Prereq. Mu 217

This class acquaints the prospective classroom teacher with methods and materials used in elementary school programs.

Mu 231 BRASS CLASS 0-2-1

A course including the method of tone production, fingerings or positions, care and repair, and methods and materials for teaching trumpet or cornet, French horn, baritone, trombone, and bass horn.

Mu 234 PERCUSSION CLASS 0-2-1

A course including the methods of tone production, care and repair, and methods and materials for teaching snare drum, bass drum, cymbals, tympani, and other percussion instruments.

Mu 241 ELEMENTARY STRING CLASS 0-2-1
Mu 242 INTERMEDIATE STRING CLASS 0-2-1 Prereq. Mu 241

A course including the method of tone production, fingerings, care and repair, and methods and materials for teaching violin, viola, violoncello, and double bass.

Mu 311 MUSIC IN THE ELEMENTARY SCHOOL 3-0-3 Prereq. Mu 208

A thorough study of music objectives, materials, and methods for elementary schools through singing, rhythmic, creative, and listening programs. Detailed study and use of recent school music series. Observation and laboratory opportunities included.

Mu 312 MUSIC IN THE SECONDARY SCHOOL 3-0-3

Methods and materials for secondary music classes. Attention is given to adolescent voice problems, choral literature appropriate for school groups, general music class materials, organizational procedures, and class planning. Observation and laboratory experience included.

Mu 315 HISTORY AND APPRECIATION OF MUSIC 3-0-3

A study of historical art periods with particular attention given to great composers and their outstanding compositions. The primary purpose is to develop a standard of musical taste.

Mu 321 CHORAL—INSTRUMENTAL CONDUCTING AND TECHNIQUES 3-0-3 Prereq. Mu 201
Mu 322 CHORAL—INSTRUMENTAL CONDUCTING AND TECHNIQUES 3-0-3 Prereq. Mu 321

A course designed to give students knowledge and facility in directing choruses, bands, and orchestras. Conducting techniques, choral and instrumental techniques and problems, score reading, and interpretation are included.

Mu 341 ADVANCED STRING CLASS 0-2-1 Prereq. Mu 242

A continuation of Music 242 with emphasis upon development of string techniques.

Mu 343 WOODWIND CLASS 0-2-1
Mu 344 WOODWIND CLASS 0-2-1 Prereq. Mu 343

A course including the methods of tone production, fingerings, care and repair, and methods and materials for teaching flute, oboe, clarinet, bassoon, and saxophone.

Mu 408 FORM AND ANALYSIS 2-0-2 Prereq. Mu 201

A study of the basic principles underlying musical forms with opportunity to analyze their application through auditory and visual music examples.

Mu 415 CLASSICAL-ROMANTIC MUSIC LITERATURE 2-0-2 Prereq. Mu 201 or Mu 315

A survey of instrumental and vocal music of the Classical and Romantic periods.

Mu 417 IMPRESSIONISTIC-MODERN MUSIC LITERATURE 2-0-2 Prereq. Mu 201 or Mu 315

A survey of instrumental and vocal music from Impressionism to contemporary periods.

Mu 419 COUNTERPOINT 2-0-2 Prereq. Mu 201

A course emphasizing contrapuntal techniques of the 16th and 17th centuries through representative composers and original compositions. Attention to 18th century counterpoint as time allows.

Mu 440 BAND AND ORCHESTRA ARRANGING 2-0-2 Prereq. Mu 201 and Mu 208

A course designed to develop the ability to compose or adapt music for concert or marching bands and orchestras. A study of instrument ranges, limitations, and uses and effects in various combinations is included.

Mu 441 HISTORY OF MUSIC 3-0-3 Prereq. Mu 201
Mu 442 HISTORY OF MUSIC 3-0-3 Prereq. Mu 441

A comprehensive survey of Western music from ancient to modern times. The course includes the evolution of musical forms, styles and media through careful consideration of music literature and the relation of musical to cultural and historical development.

Mu 451-452 PIANO METHODS AND MATERIALS 2-0-2 Prereq. Mu 252

This course acquaints the pianist with modern methods of piano teaching of children, youth, and adults, and includes a survey of teaching materials for various stages of progress. Teaching demonstrations and experience will be a part of the course.

Mu 489 STUDENT TEACHING IN MUSIC - -8 Prereq. Mu 311, Mu 312

Includes teaching experience in both elementary and secondary music classes. Instrumental and vocal opportunities available. Conferences, observation, and teaching included.

Mu 495 SPECIAL PROBLEMS IN MUSIC Variable Credit

Prerequisite—24 hours in music courses, permission of the instructor and Chairman of the Department.

The purpose of this class is to offer individual students opportunities for musical composition, arranging, or research under faculty supervision.

APPLIED MUSIC AND MUSIC ORGANIZATIONS

A maximum of eight semester hours in Applied Music and/or Music Organizations may be applied towards an A.B. or B.S. degree (except music education majors). No credit in music organizations is given unless attendance at rehearsals and public performances is satisfactory and unless participation extends over the entire college year.

Mu 251-252-253-254 PIANO ½-5-1
Mu 261-262-263-264 ORGAN ½-5-1
Mu 271-272-273-274 VOICE ½-5-1
Mu 281-282-283-284 BAND AND ORCHESTRAL INSTRUMENTS ½-5-1

Students in Applied Music are accepted at any stage of progress, and are advanced as rapidly as their ability, industry, and thoroughness will permit. Technical exercises, etudes, and Baroque, Classic, Romantic, and Modern pieces are indispensable elements of study at all times in instrumental applied areas. In Voice, the problems of vocal improvement, technique, breathing, and diction are stressed. Songs and arias by Classical, Romantic, and Modern composers are used to develop taste and to build for each student a repertoire which will contain music appropriate for all occasions.

*Mu 332 WOMEN'S CHORUS 0-1-½

Open to any female student who enjoys singing mostly secular music—performs at the annual Winter and Spring Concerts.

*Mu 333 MEN'S GLEE CLUB 0-1-½

Open to any male student who enjoys singing mostly secular music—performs at the annual Winter and Spring Concerts.

*Mu 334 CONCERT BAND 0-3-1

Open to any student—acceptance subject to approval by director —performs at home soccer games and on at least four other occasions—including May Day, the annual Winter and Spring Concerts, and an all-instrumental program.

*Mu 335 STRING ENSEMBLE 0-1-½

Open to any student who plays an instrument of the violin family—acceptance subject to approval by director. Students become familiar with the best string quartet and string orchestra literature.

*Mu 337 CONCERT CHOIR 0-3-1

Open to any student—acceptance based upon audition at the opening of each college year. In addition to campus and television performances prior to Christmas and participation in the annual Spring Concert, this group sings approximately twenty concerts in churches and schools in Pennsylvania and neighboring states each spring.

Mu 338 CHORAL UNION 0-2-1

A combination of all vocal groups united for the presentation of great choral literature, such as an oratorio. A limited number of rehearsals are projected.

*Mu 391 SMALL VOCAL ENSEMBLE 0-1-½
*Mu 392 SMALL INSTRUMENTAL ENSEMBLE 0-1-½

Any students who are organized as an ensemble, who meet regularly under faculty supervision, and who have opportunities for public performance may be involved.

* May be repeated for credit.

DEPARTMENT OF POLITICAL SCIENCE

Professor: Garber (*Chairman*)
Instructors: Lamontagne, Selcher

The purposes of the department and its course of study are to help the student to think rationally about political questions—in other words to analyze facts, synthesize arguments, reach conclusions—to emphasize the importance of participation in the political life of the community and to show the relation that exists between political science and other disciplines. Though politics is the major focus of the department, political problems are viewed from philosophical, moral, historical, legal, administrative, and behavioral frames of reference. The contributions of economists, psychologists, and sociologists to the main body of knowledge in political science have been numerous and significant.

Courses offered by the department for beginning students deal with the nature and place of politics in society, with the purposes, organization, and operation of political institutions and forces. Courses and seminars offered for those who become majors or who take additional work in political science deal with political theory, comparative political systems, public administration, international relations, and organization.

Area of Concentration for Elementary Education Majors

The major in Political Science requires a minimum of 33 semester hours in courses analyzing the structures and processes of modern political communities and concerned with theories of government, international relations and organization. These courses must include

Introduction to Government, American National Government, International Relations, Political Theory, Comparative Governments, and Senior Seminar.

Political Science majors should complement these courses by electives chosen among: *Anthropology*—Introduction to Anthropology, Cultural Anthropology; *Business*—Principles of Economics, Comparative Economic Systems, Development of Economic Doctrine, Introduction to Business Statistics, International Economics, Economic Problems, Industrial and Labor Relations; *History*—History of Western Civilization, History of the United States and Pennsylvania, Nineteenth Century Europe, Twentieth Century Europe, Diplomatic History of the United States; *Psychology*—Social Psychology, Abnormal Psychology; *Sociology*—Introduction to Sociology, Racial and Ethnic Relations, The Community, Criminology.

Area of Concentration for Elementary Education Majors

Elementary Education majors wishing to elect Political Science as an area of concentration, are required to take the following courses for a total of 24 hours of credit: Introduction to Government, American National Government, State and Local Government, Political Parties and Pressure Groups, Constitutional Law, International Relations, Comparative Government, Politics of Developing Nations. The elementary education major will teach good citizenship to the students of the public school. For themselves and for their students they need an interest in affairs affecting citizens, information concerning these affairs, a open-minded formulation of attitudes based on information and sound reasoning, and translation into civic action of the views which they have developed.

COURSES OF INSTRUCTION

PS 101 INTRODUCTION TO GOVERNMENT 3-0-3

A study of the basic types and functions of government along with an appraisal of the advantages and disadvantages of each. Emphasis is placed on the individual's role in institutions peculiar to each governmental system and on democratic governments and institutions in particular.

PS 202 STATE AND LOCAL GOVERNMENT 3-0-3

A study of governmental organization and functions at the state, county, city, borough, and township levels. Relationships between federal, state and local governments are stressed.

PS 204 AMERICAN NATIONAL GOVERNMENT 3-0-3

A survey of the political institutions of the United States and their evolutions to the present day with an emphasis on the contemporary period.

PS 206 INTERNATIONAL RELATIONS 3-0-3

A study of the political, economic, cultural, and psychological factors influencing the relations between states, including consideration of balance of power, national self-interest, and collective security.

PS 301 POLITICAL THEORY 3-0-3

An analysis of the development of significant political ideas from the Greek city-state to the present.

PS 305 COMPARATIVE GOVERNMENTS 3-0-3

A comparative study of the political structures and institutions of selected nations of the world with some consideration of their historical development. This course will operate as a seminar when class size permits.

PS 306 POLITICAL PARTIES AND PRESSURE GROUPS 3-0-3

A concentrated study of political parties and pressure groups. Attention is placed on basic definitions and on popular stereotypes; identification of factors composing the practical functioning framework; organization and operation; major problems in contemporary American politics.

PS 307 INTERNATIONAL ORGANIZATION 3-0-3

The operations of such international organizations and regional institutions as the United Nations, the Organization of American States, the North Atlantic Treaty Organization, Organization for Economic Cooperation and Development, European Economic Community, Latin American Free Trade Association, Central American Common Market.

PS 309 PUBLIC ADMINISTRATION 3-0-3

A course concerned with the general management of government offices with emphasis on federal and state offices; includes organization of executive offices, administrative controls, personnel procedures, and methods to achieve administrative objectives.

PS 401 CONSTITUTIONAL LAW 3-0-3

A study of the evolution and development of the American Constitution. Leading decisions of the Supreme Court are studied and evaluated with emphasis on current decisions and cases. Potential interpretations and changes are discussed in the light of historic as well as recent developments.

PS 404 POLITICS OF DEVELOPING NATIONS 3-0-3

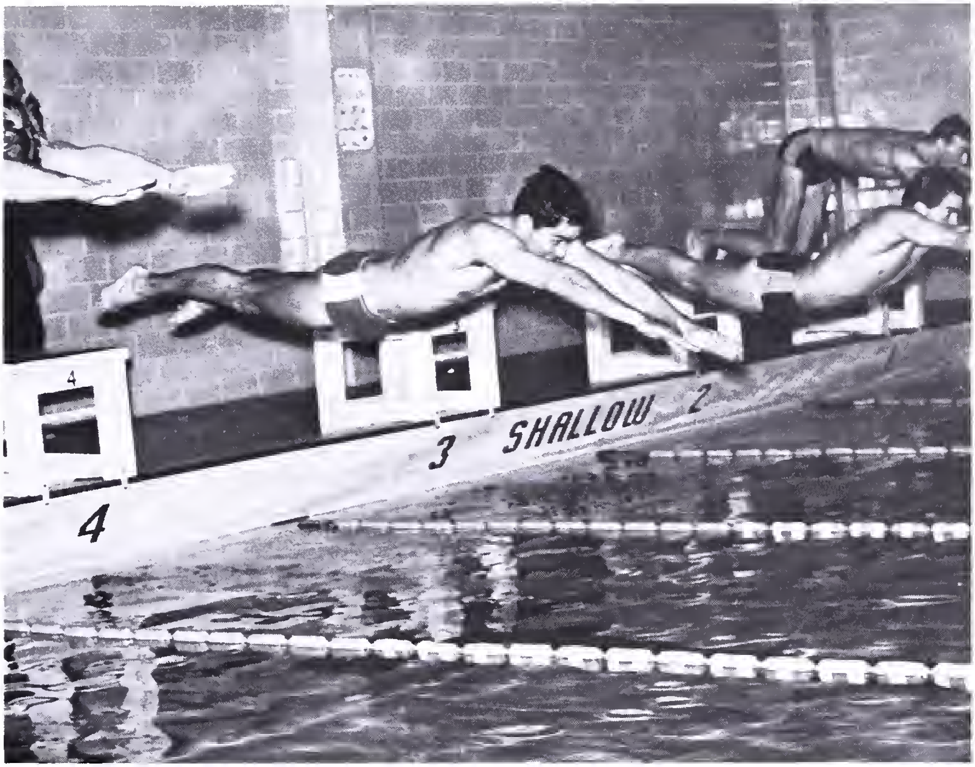
General theories of political development will be analyzed and applied in terms of specific case studies of contemporary nation-building. The political dimensions of change in developing nations will be related where relevant to social and economic aspects of change—with realistic discussion of the problems of progress from traditional through transitional to modern societies.

PS 490 SENIOR SEMINAR 3-0-3

A study of research techniques and the development of modern methods of analysis and presentation of data in the field of political science. A major research project is required. Three hours of additional credit can be earned by political science majors participating in a special seminar organized in Harrisburg, Pennsylvania, to discuss State Government affairs with public officials, political figures, and lobbyists.

PS 495 SPECIAL PROBLEMS IN POLITICAL SCIENCE

Designed to offer independent study, making use of techniques of political science in specific problem areas, and to do research as junior assistants in public and private offices involved in the day-to-day operations of government in Harrisburg, Pennsylvania.



DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

Associate Professor: Wright
Assistant Professors: Hess (*Acting Chairman*), Tulley (*Athletic Director*), Ober, Nearing, Garrett
Instructors: Kauffman, Whitmore

The Department of Physical Education and Health affords an opportunity for all students to develop an interest in play and recreation that will be of use and pleasure to them during college and later life; to develop social and moral standards such as sportsmanship, teamwork, tolerance, and other character benefits which come from properly conducted play. It affords an opportunity for the development and maintenance of organic power of the body which will aid in good health. The department further provides facilities and opportunities for the improvement of neuro-muscular skills in coordination and correct use of the body.

The required program for all students in the first two years includes practice and instruction in the fundamental skills and elementary training in volleyball, archery, golf, wrestling, basketball, bowling, badminton, tennis, softball, soccer, and individual exercise, Women's field hockey and Women's lacrosse. Four levels of swimming are offered. They are: beginning, intermediate, senior life saving, and water safety instruction.

Basic Requirement: All students at Elizabethtown College are required to take four semester hours of physical education courses. Most curriculums call for PE 103-104, men; PE 101-102, women; and PE 201-202, coed to be taken during the first two years of college unless otherwise prescribed in a specific program.

COURSES OF INSTRUCTION

PE 101 Women's Team Sports 0-2-1

Instruction and practice in the fundamental techniques of field hockey and basketball (fall), volleyball and lacrosse (spring). Stressing the development of basic skills and knowledge of these activities.

PE 102 Women's Swimming 0-2-1

Skills and techniques of the nine basic strokes—survival swimming and water safety. Classes for beginners and intermediate.

PE 103 Men's Team Sports 0-2-1

Instruction and practice in the fundamental techniques of soccer and wrestling (fall), basketball and softball (spring). Interpretation of the playing rules of these sports.

PE 104 Men's Swimming 0-2-1

Skills and techniques of the nine basic strokes—survival swimming and water safety. Classes for beginners and intermediate.

PE 121 Individually Adapted Sports 0-2-1 Prereq. P.O.I.
PE 122 Individually Adapted Sports 0-2-1 Prereq. P.O.I.

Open to students who, for reasons of partial disability, are unable to enroll in other basic courses. Course content will vary according to student need.

PE 201 Coed Individual Sports 0-2-1

Fall session: Tennis, badminton and bowling.
Spring session: Bowling, archery and golf.
Skills, rules and playing techniques.

PE 202 Coed Sports Appreciation 0-2-1

Ethics, strategy and rules of our varsity sports program; officiating, physiology of exercise, First Aid, carry over activities and worthy use of leisure time.

PE 216 Life Saving 0-2-1

Knowledge and practice in life saving, water safety and pool management. Meets Red Cross certification requirements.

PE 217 WATER INSTRUCTOR 0-2-1 Prereq. PE 216

Advanced skill in life saving, swimming instruction and use of pool equipment. Meets Red Cross Water Instructor certificate requirement.

PE 223 ADVANCED INDIVIDUALLY ADAPTED SPORTS 0-2-1 Prereq. P.O.I.
PE 224 ADVANCED INDIVIDUALLY ADAPTED SPORTS 0-2-1 Prereq. P.O.I.

Open to students, who for reasons of partial disability, are unable to enroll in other basic courses. Course content will vary according to student's need.

PE 251 HEALTH AND HYGIENE 3-0-3

A study of personal health and hygiene; philosophy, educational principles and techniques applied to teaching situations in health and hygiene.

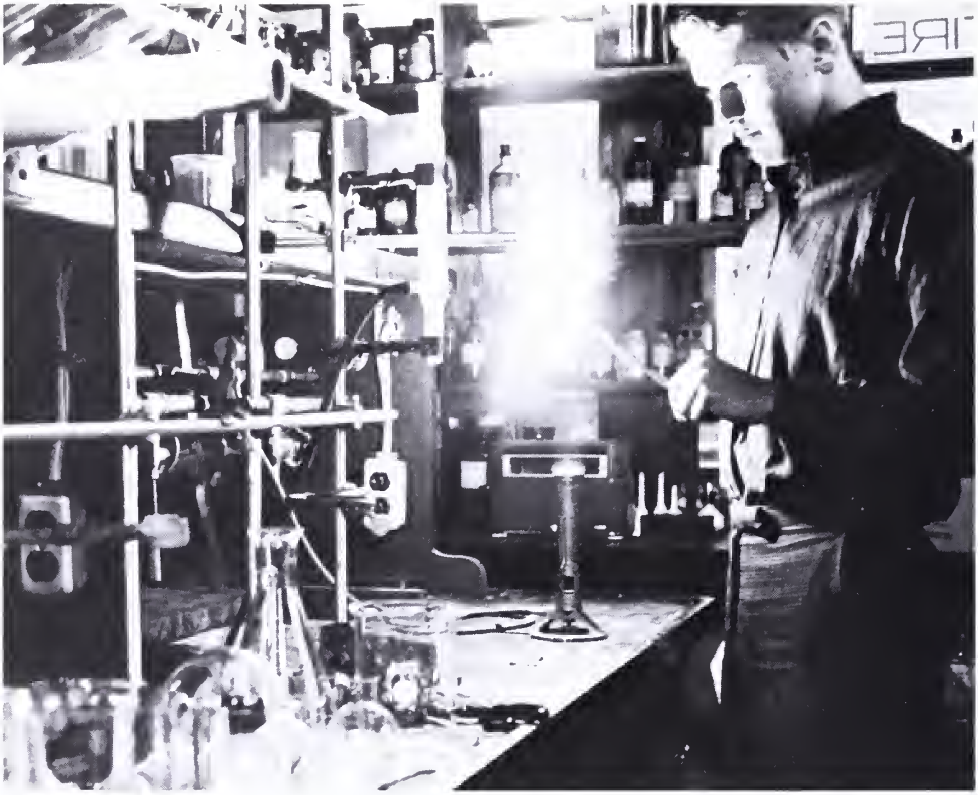
PE 270 ADVANCED INDIVIDUAL SPORTS 3-0-3

Methods, techniques and teaching skills in selected sports. Taught Summer Session only.

PE 280 ELEMENTARY GAMES AND ACTIVITIES 3-0-3

A study of physical growth of children from ages 4-12, and consideration of games and activities appropriate to physical development of the child in the elementary grades. Taught Summer Session only.

ELIZABETHTOWN
32
35



DEPARTMENT OF PHYSICS

Associate Professors: Custer (*Chairman*), Sebastian

The Physics Department has five major instructional objectives. They are to educate students in the area of physics: 1) as preparation for graduate school; 2) for employment in industry; 3) for secondary school teaching of physics; 4) so that some elementary teachers are able to understand and appreciate the ways of physics; 5) as preparation to pursue an engineering degree.

Phy 111, 112, 211, 212 comprise a helical approach to the introductory study of physics. A student may begin at the level for which he is prepared and end when he desires or when his needs are satisfied. Phy 111 is recommended for those students who are not science majors but wish to explore physics. Pre-medical students should complete Phy 211 and chemistry majors Phy 212. Each succeeding semester will be on a higher level, building on the knowledge previously acquired. The areas of physics introduced will be mechanics, heat, sound, electricity, magnetism, optics, relativity, atomic, nuclear and particle.

Major in the Department

Phy 212, Phy 304, Phy 306, Phy 402, Phy 403, Phy 404, Phy 490, Ch 104, Ma 222; (Six credits of electives from: Ma 201, Ma 321, Ma 351, Ma 362).

Requirements for Secondary Teaching Concentration in Physics and Mathematics:

Phy 211, Phy 212, Phy 402, Phy 404, Ch 104, Ma 201, Ma 222, Ma 301, Ma 302; (Six credits of electives—any mathematics courses in the 300 to 400 levels).

Area of Concentration for Elementary Education Majors

Phy 212; (Eight credits of electives) Any physics courses in the 300 or 400 levels.

COURSES OF INSTRUCTION

Phy 111 GENERAL PHYSICS I 3-2-4

One year of high school algebra and one year of high school geometry is recommended. The student's study will cover various areas of physics and will be conceptually and experimentally oriented.

Phy 112 GENERAL PHYSICS II 3-2-4

One year high school physics or Phy 111 or one year of high school algebra and one year high school geometry of Ma 101 is a prerequisite.

The student is assumed to be in the first stages of studying physics, having been previously introduced to the subject.

Phy 211 GENERAL PHYSICS II 3-2-4 Prereq. Phy 112 Coreq. Ma 121

The material will be of a nature lying between that suitable for students who desire only to have a feeling for physics and those desiring a mastery of the fundamentals of physics.

Phy 212 GENERAL PHYSICS IV 3-2-4 Prereq. Phy 211 and Ma 122

This course prepares the student to enter any of the advanced physics courses required for a physics major or concentration or so that his physics needs will be essentially satisfied to pursue a career in the other sciences. A more mathematical, calculus oriented, approach will be used.

Phy 303 ELECTRICITY AND MAGNETISM 3-0-3 Prereq. Phy 212 Coreq. Ma 222
Phy 304 ELECTRICITY AND MAGNETISM 3-3-4 Prereq. Phy 303

The theory of the static and dynamic forces and fields associated with basic particles, electrical components, measurements, alternating current, radiation and Maxwell's equations.

Phy 305 INTRODUCTION TO THEORETICAL MECHANICS 3-0-3 Prereq. Phy 212, Ma 222
Phy 306 INTRODUCTION TO THEORETICAL MECHANICS 3-0-3 Prereq. Phy 305

A study of force, acceleration, work, energy, impulse, and momentum. Linear and rotary motion will be analyzed including the use of various types of reference coordinates and vector analysis.

Phy 401 ATOMIC PHYSICS 3-0-3 Prereq. 212 and Ma 222

A study of atomic and molecular structure, the quantum theory of radiation and spectra.

Phy 402 NUCLEAR PHYSICS 3-3-4 Prereq. Phy 401

A study of radioactivity, nuclear forces, nuclear reactions and particles.

Phy 403 KINETIC THEORY AND THERMODYNAMICS 3-0-3 Prereq. Phy 212 and Ma 222

A study of the kinetic theory of matter and of the principles of thermodynamics including temperature, heat, work, internal energy, entropy and enthalpy.

Phy 404 ELECTRONICS 3-3-4 Prereq. Phy 212 and Ma 222

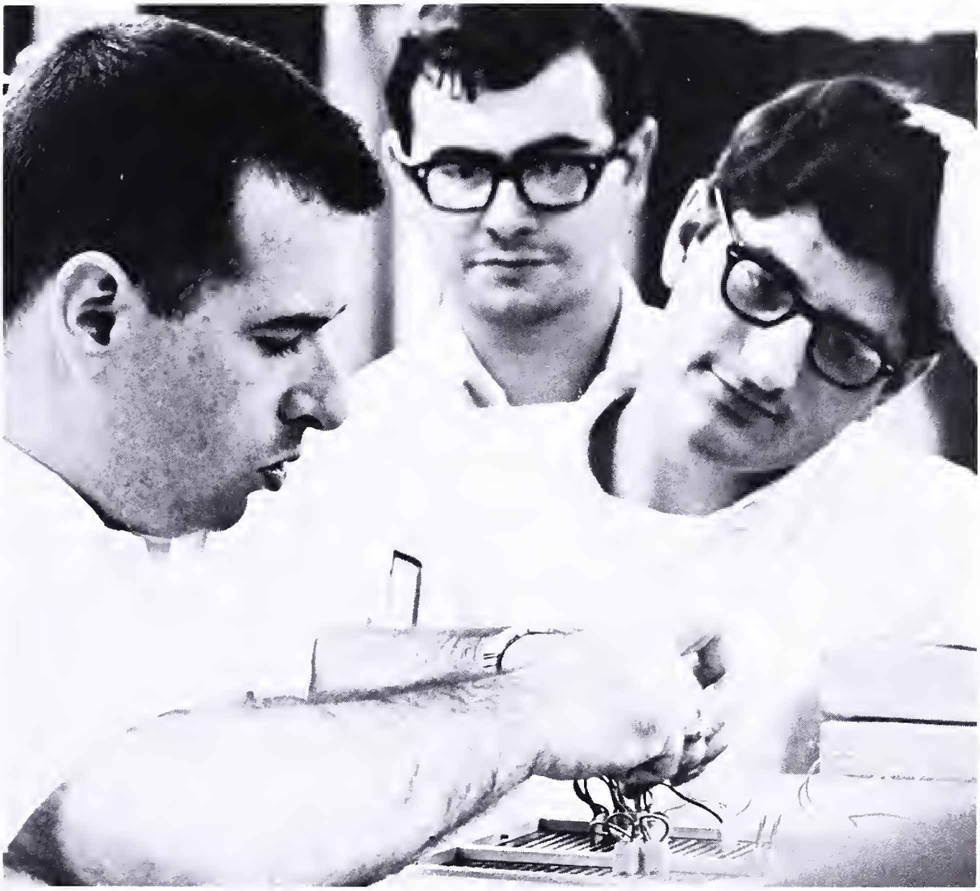
The basic components of electronic circuits will be studied, including vacuum tubes, transistors, and diodes. Fundamental circuits will be analyzed.

Phy 490 SEMINAR 2-0-2 Prereq. P.O.I.

Esperimental or theoretical study under the direction of a staff member. A formal report of work will be required.

Dr 115 DRAWING AND DESCRIPTIVE GEOMETRY 1-5-3
Dr 116 DRAWING AND DESCRIPTIVE GEOMETRY 1-5-3 Prereq. Dr 115

A study of reference planes, points, lines, curved surfaces, revolutions, true sizes, intersections, othographic projection, isometric drawing, auxiliary views, sections, and developments.



DEPARTMENT OF PSYCHOLOGY

Associate Professor: Yancey (*Chairman*)
Instructors: Dennis, Tuton

Although psychology includes a diversity of problems and attracts people with widely different interests, psychologists are unified in a common concern with describing, predicting, and understanding human and animal behavior. Because of this common concern, psychology has many relationships with other disciplines. The history of psychology is deeply rooted in philosophy and in the natural sciences. Psychology as a science has its origins in the biological and social sciences. In the application and utilization of knowledge, psychology is involved with other fields such as education, physics, engineering, medicine, law, religion, psychiatry, advertising, and social work.

Major in the Department

The program for majors includes the following courses: (asterisks indicate laboratory courses) Psychology 101, 203*, 204*, 332*; two of the following three courses: Psychology 307*, 308*, 311*; 321, 322, 403, 404, and 443. Thus a major is required to have a minimum of five laboratory and five lecture courses (35 semester hours) beyond the introductory course in his major field. In addition, he may elect other departmental courses up to a total of 42 semester hours. Majors are encouraged to select Biology 103-4 as their general education requirement in science.

Area of Concentration for Elementary Education Majors

Elementary Education majors may select Psychology as an area of concentration. The suggested curriculum for such a major is as follows: Psychology 101, 202, 203, 312, and any other departmental courses they wish to elect for a total of 24 hours. This suggested curriculum can be waived in favor of any meaningful program developed by the student himself.

COURSES OF INSTRUCTION

Psy 101 GENERAL PSYCHOLOGY 2-1-3

An introduction to the study of behavior—objectively, systematically, experimentally, and quantitatively; consideration of such topics as motivation, learning, emotions, personality, sensory and perceptual processes. The laboratory will consist of small group discussions and experimental demonstrations of psychological phenomena. This course is a prerequisite to all advanced courses in psychology.

Psy 202 EDUCATIONAL PSYCHOLOGY See Ed 202
Psy 203 EXPERIMENTAL PSYCHOLOGY 3-2-4 Prereq. Psy 101
Psy 204 EXPERIMENTAL PSYCHOLOGY 3-2-4 Prereq. Psy 203

Provides an introduction to methods of experimentation and statistical analysis as applied to classical and current research problems in psychology. Specific topics will be chosen from the fields of learning, sensation, perception, emotion, and the like. Communicating research findings via written reports and familiarity with the literature in the given fields will be emphasized.

Psy 307 COMPARATIVE PSYCHOLOGY 2-4-4 Prereq. Psy 101

A study of the major contributions made in the field of behavioral research by animal experimentation. The topics treated most intensively are: learning, sensory processes, individual differences, and the biological basis of behavior. The relevance of animal research to the understanding of human behavior is stressed. This is a laboratory course which involves the student in actual animal experimentation.

Psy 308 PHYSIOLOGICAL PSYCHOLOGY 3-2-4 Prereq. Psy 101 and Bio 102

Study of the fundamental physiological mechanisms known to be important in sensory-motor, motivational, and adaptive behavior, with emphasis on the neurological and endocrinological bases of behavior. The laboratory sessions will involve the study of behavioral effects of physiological alterations.

Psy 311 DEVELOPMENTAL PSYCHOLOGY 3-2-4 Prereq. Psy 101 and P.O.I.

A course designed to provide a background in the basic principles of ontogenetic development. Although the entire life cycle from conception to death is covered, special emphasis s given to the changes in behavior that take place during the early growth of the individual. The laboratory involves the student with children at various levels of development. Cannot be taken for credit if the student has had Psy 312.

Psy 312 CHILD PSYCHOLOGY 3-0-3 Prereq. Psy 101

The general growth, maturational, and developmental aspects of the child from conception through adolescence. Cannot be taken for credit by the student who has completed Psy 311.

Psy 321 PERSONALITY: THEORY AND RESEARCH 3-0-3 Prereq. Psy 101

Systematic approaches to the analysis of personality will be critically surveyed with respect to their source materials, empirical research substantiating them, and contributions to the understanding of personality development. Factors related to personality integration as well as sources of emotional conflict will be considered, with emphasis on the "normal" personality.

Psy 322 ABNORMAL PSYCHOLOGY 3-0-3 Prereq. Psy 321 or P.O.I.

Consideration of neurosis, psychosis, personality and organic disorders; their origin, treatment, social significance, and preventive measures. Attention is given to the levels and adequacy of adjustment for both normal and deviant individuals.

Psy 332 SOCIAL PSYCHOLOGY 3-2-4 Prereq. Psy 101

This course introduces the student to the application of psychological principles in the undertanding of social phenomenon. Typical topics of emphasis are: social motivation; language, cognition, and attitude; communication and persuasion; and leadership. The laboratory xperience provides the student with (1) an opportunity to apply experimental techniques o social phenomena, or (2) contact with current social issues through local agencies.

Psy 403 HISTORY AND SYSTEMS OF PSYCHOLOGY 3-0-3 Prereq. Psy 101

The main emphasis is on the historical roots in philosophy and scientific investigation. nfluence of phenomenology, logical positivism, behaviorism, Gestalt, and other schools of hought will be considered.

Psy 404 CONTEMPORARY THEORY IN LEARNING AND MOTIVATION 3-0-3 Prereq. Psy 101

An integrative course designed to compare contemporary theoretical formulations and conider currently important issues and viewpoints through a review of selected theoretical and xperimental literature. The interrelations of learning, perception, cognition, and motivation will be stressed.

Psy 411 INDUSTRIAL PSYCHOLOGY 3-0-3 Prereq. Psy 101

A survey of the subject matter and techniques most often associated with the field of industrial psychology. These include: personnel selection, performance appraisal, training, morale, eadership, communication, mental health and human factors research. Attention is also given to the academic base of scientific industrial psychology.

Psy 443 STATISTICS AND EXPERIMENTAL DESIGN IN BEHAVIORAL RESEARCH 3-0-3 Prereq. Psy 101

Emphasis on methodology in research, sampling and descriptive statistics, non-parametric methods, psychophysical methods, correlation, analysis of variance, and sampling theory.

Psy 490 SENIOR SEMINAR 3-0-3 Prereq. 15 hours in Psychology

Designed to give the advanced student who plans to pursue graduate study the opportunity to study intensively some of the current issues in psychological research.

Psy 495 SPECIAL PROBLEMS IN PSYCHOLOGY Variable Prereq. 15 hours in Psychology and P.O.I.

Designed to give the student an opportunity to design and carry out research in the preparation of a senior honors paper.

DEPARTMENT OF RELIGION AND PHILOSOPHY

Associate Professors: Zeigler, Snowden, Sutphin (*Chairman*)
Assistant Professors: Clemens, Puffenberger, Ritterspach
Instructor: Woodward

The Religion and Philosophy Department functions as one department within a liberal arts curriculum, the goal of which is to develop the whole person. The fundamental task of the department is to provide the student with sufficient opportunity and curricular resources to focus deliberately and critically upon the basic philosophies, value systems, faith expressions and experiences of mankind. A particular interest of the department members is helping the student gain an understanding of and an appreciation for the Judaeo-Christian tradition, its history, literature, theology, ethics, institutions, and personalities. It is believed that from a disciplined investigation of man's religious and philosophical experiences, the student will gain insight and direction for his own life, as well as preparing himself for leadership in the world of tomorrow.

Major in the Department

A major in the Department of Religion and Philosophy shall complete: 1) the six hours included in the General Education Area. 2) Fifteen additional hours from the offerings of the Religion Section of the Religion and Philosophy Department. 3) Twelve additional hours from the offerings of the Philosophy section of the Religion and Philosophy Department. 4) Six additional hours from offerings of the Religion and Philosophy Department, either section. 5) The additional hours to complete the total requirements for the A.B. degree. A total of 30 hours must be upper division courses (numbers 300 and 400).

Area of Concentration for Elementary Education Majors

An Elementary Education major who selects Religion and Philosophy as his area of concentration shall complete the following requirements in the Religion and Philosophy Department: (1) Any six of the seven courses listed in the General Education Area (Rel 100, 102, 104; 200, 202; Phil 201, 202) for a total of 18 hours. (2) A second level course in the Old Testament (Rel 231 or 232) for three hours. (3) A second level course in the New Testament (Rel 312) for three hours, which will give the student a total of 24 hours.

COURSES OF INSTRUCTION

Rel 100 CONTEMPORARY THEOLOGICAL ISSUES 3-0-3

A constantly changing survey of relevant problems and issues in contemporary theology.

Rel 102 CONTEMPORARY ETHICAL ISSUES 3-0-3

An examination of current social issues in the light and perspective of contemporary ethical discussion. Consideration will be given to the general community of ethical discourse as well as spokesmen for the various religious communities.

Rel 104 WORLD RELIGIONS 3-0-3

A study of the religious experience and its external forms as they are to be seen in the major religious traditions. Emphasis will be placed upon religion as a facet of man's inner self and as a possible avenue for increased self-understanding.

Rel 200 INTRODUCTION TO THE HISTORY, LITERATURE, AND FAITH OF ISRAEL 3-0-3

A study of the history of Israel as a basis for understanding the literature of the Old Testament and Biblical ways of faith. The course also introduces the student to the various tools of Biblical criticism.

Rel 202 INTRODUCTION TO THE HISTORY, LITERATURE, AND FAITH OF CHRISTIANITY 3-0-3

A comprehensive survey of New Testament history, an orientation to the literature of the New Testament and an appreciation of the conditions which gave rise to Christianity.

Rel 231 PROPHETIC LITERATURE IN THE OLD TESTAMENT 3-0-3 Prereq. Rel 200

The course examines the origin and forms of prophecy as a distinct mode of expression in Biblical literature. One of the major prophets (Isaiah of Jerusalem, Second Isaiah, Jeremiah, or Ezekiel) will be selected each semester for detailed examination.

Rel 232 WISDOM LITERATURE IN THE OLD TESTAMENT 3-0-3 Prereq. Rel 200

A study of Israel's most "universal" literature and its treatment of such issues as death, the meaning of life, and the justice of God. The course will examine Job, Ecclesiastes, and Proverbs, as well as the Wisdom of Solomon in the Apocrypha. Special attention will be given to parallels between these books and other Ancient Near Eastern wisdom literature.

Rel 301-302 NEW TESTAMENT GREEK 3-0-3

A study of the fundamentals of koine Greek grammar to enable the student to read the New Testament in its original language. Advanced Greek offered upon request under Independent Study.

Rel 312 NEW TESTAMENT THEOLOGY 3-0-3

The nature and meaning of the early Christian proclamation as seen in the thought patterns and theological insights of the major contributors to the New Testament.

Rel 313 A HISTORY OF THE ANABAPTIST AND PIETISTIC MOVEMENTS 3-0-3

The basic purpose of the course is to study the historical and theological backgrounds in Church history as they relate to the Church of the Brethren.

Rel 316 HISTORY OF CHRISTIAN THOUGHT 3-0-3 Prereq. Rel 100

A survey of representative thinkers in the history of the Christian Church and an examination of the central doctrines of the Christian faith.

Rel 490 SEMINAR IN RELIGION 3-0-3 Prereq. 12 semester hours in Religion and Philosophy and P.O.I.

An intensive study of a selected aspect of the Christian faith. The course will be rotated among the department staff each semester.

Rel 495 INDEPENDENT STUDY Variable Prereq. P.O.I.

PHILOSOPHY

Ph 201 INTRODUCTION TO PHILOSOPHY 3-0-3

An introduction to contemporary issues in philosophy.

Ph 202 ANCIENT AND MEDIEVAL PHILOSOPHY 3-0-3

Readings in primary sources from the Pre-Socratics to Thomas Aquinas.

Ph 204 MODERN PHILOSOPHY 3-0-3

Readings in primary sources from Descartes to Kant.

Ph 301 CONTEMPORARY PHILOSOPHY 3-0-3

Readings in primary sources of the 19th and 20th centuries.

Ph 302 LOGIC 3-0-3

An introduction to the theory and practice of logic.

Ph 372 PHILOSOPHICAL ETHICS 3-0-3

Readings in contemporary ethical analysis.

Ph 383 AESTHETICS 3-0-3 Prereq. P.O.I.

An inquiry into the nature of the various art forms and their place in experience. Attention is given to the problems attending the description, interpretation, and evaluation of aesthetic objects.

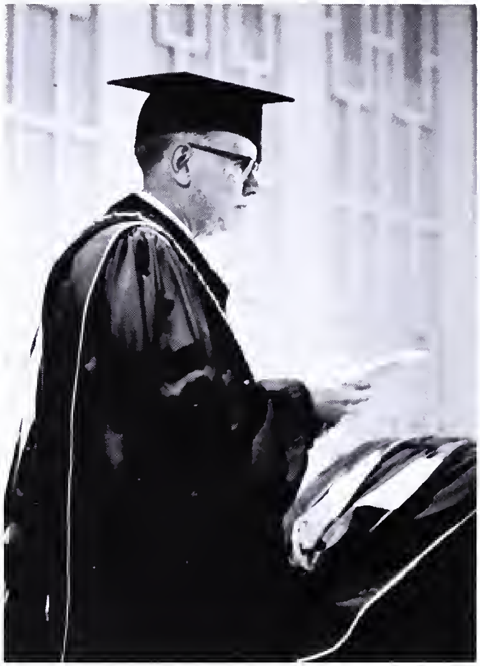
Ph 481 PHILOSOPHY OF RELIGION 3-0-3

A study of man's rational efforts to establish the validity of the religious perspective with emphasis on theism.

Ph 490 SEMINAR IN PHILOSOPHY 3-0-3 Prereq. P.O.I.

A specialized study within the field of philosophy.

Ph 495 INDEPENDENT STUDY Variable Prereq. P.O.I.



DEPARTMENT OF SOCIOLOGY

Associate Professors: Lehr, Eisenbise (*Acting Chairman*)
Assistant Professor: Mobley

Sociology is the study of man's relation to man; an attempt to account for the origin, growth, structure, and activities of human society. It is, furthermore, a study of human beings as members of a variety of societal groups. It employs the methods of modern science in examining and classifying the phenomena arising out of human associations, and in discovering the tendencies, uniformities, and laws operating in society.

Sociology assists in understanding the political and economic institutions which are studied specifically and in detail by other social sciences. It also undertakes the study of certain institutions, groups, and phenomena, less specifically approached by other fields of knowledge—the family, the community, and religious, racial, nationality, and class groups; the prevention and treatment of delinquency and crime; the nature and functioning of custom, and "public opinion"; the character, causes, and effects of social change.

The Department of Sociology at Elizabethtown College seeks to develop within the individual an awareness and understanding of man in society. This objective can be realized best through helping the student to improve his capacity for logical inquiry, to sharpen his powers of observation, and to cultivate his ability to synthesize the unique contributions of sociology with those of other disciplines and the experience of every-day life.

Major in the Department

A major in sociology consists of a minimum of 13 courses in the department. Sociology 105, 115, 125, 321, 404, and 490 are required of all major students. Seven additional courses may be elected from any of the other offerings of the department. Required courses outside of the department include Math 101 or 121 and 151. The compctency examination in speech is also required.

Area of Concentration for Elementary Education Majors

Elementary education majors with a concentration in sociology must take a minimum of eight courses in the department. Two courses from the following are required: Sociology 105, 115, and 125. Sociology 204 is also required. Five other courses may be selected from any of the other offerings of the department.

COURSES OF INSTRUCTION

Soc 105 SOCIAL DYNAMICS 3-0-3

Basic concepts and theories relating to the study of the social life of man with emphasis on fundamental sociological methods and approaches.

Soc 115 THE INDIVIDUAL AND SOCIETY 3-0-3

The study of the social relationships between the individual, society, and the body of custom. The social implications of the physical nature of man; the sociology of childhood and the socialization processes; personality structure in a social context; the social implications of deviant behavior, are considered.

Soc 125 SOCIAL INSTITUTIONS 3-0-3

The study of the origin, development, structure, and function of the major social institutions, their interrelationships and their total social context.

Soc 201 SOCIOLOGY OF EDUCATION 3-0-3 Prereq. Soc 105 or 115 or 125

The study of educational institutions as social systems; role relationships; community contexts; relevant values and ideals; stratification, mobility, and recruitment; varied educational organizations; personality contacts and adjustments; and comparative educational systems from the sociological point of view.

Soc 205 SOCIAL ISSUES 3-0-3 Prereq. Soc 105 or 115 or 125

Consideration of the major issues of modern society, including crime, mental disorders, civil rights, and racial, ethnic, and international tensions; an attempt to reveal the nature of the problems and to acquaint the student with what society is doing and can do about them.

Soc 211 POPULATION 3-0-3 Prereq. Soc 105 or 115 or 125

A study of population, its volume, growth, trends, composition; the relation of population units in their various aspects to economic, social, political, and other major forces, trends and institutions.

Soc 221 SOCIAL ORGANIZATION 3-0-3 Prereq. Soc 105 or 115 or 125

Theories of social organization; group structure and process as frames of reference; differentiating factors affecting the structure of society; classification of basic social forms are studied.

Soc 301 THE COMMUNITY 3-0-3 Prereq. Soc 105 or 115 or 125

A study of the structure and function of the community together with an analysis of existing individual and group relationships, and an examination of specific types of communities (e.g., rural-urban) illustrating these factors.

Soc 302 SOCIAL DEVIANCY 3-0-3 Prereq. Soc 105 or 115 or 125

Sociological approaches to the study of deviance, with an emphasis on current sociological theory and research.

Soc 303 MARRIAGE AND THE FAMILY 3-0-3 Prereq. Soc 105 or 115 or 125

A brief comparative view of different family patterns; a functional approach to questions related to both premarital and postmarital aspects of married and family life in our American culture.

Soc 304 SOCIOLOGY OF RELIGION 3-0-3 Prereq. Soc 105 or 115 or 125

An analysis of the role and function of religion and religious institutions in society, a study of religion as a social and cultural system.

Soc 312 RACIAL AND ETHNIC RELATIONS 3-0-3 Prereq. Soc 105 or 115 or 125

A brief account of the varieties of man along with an introductory examination of the concept of culture; a consideration of racial and cultural contacts and an analysis of intergroup relations in different parts of the world.

Soc 321 METHODS OF SOCIAL RESEARCH 3-0-3 Prereq. Soc 105 or 115 or 125

An introduction to the techniques of sociological research with special emphasis upon sampling, interviewing, participant observation, experimentation, and prediction. A discussion of sociometry is also included.

Soc 322 INTRODUCTION TO SOCIAL WORK 3-0-3 Prereq. Soc 105 or 115 or 125

An introductory course designed for those students contemplating a career in social service; the history of social welfare, the organization of public and private welfare services, the nature of group work and individual case work are some of the topics covered.

Soc 370-399 SEMINARS IN SOCIOLOGY 3-0-3 Prereq. P.O.I.

Readings and discussion of topical areas in sociology. Topic of the seminar will be chosen in accord with the needs and interests of the participants. Research paper ordinarily required.

Soc 404 SOCIOLOGICAL THEORY 3-0-3 Prereq. P.O.I.

Analysis of the social theories from early times to the present day with special emphasis on the relation of social thought to contemporary culture.

Soc 490 SENIOR SEMINAR IN SOCIOLOGY 3-0-3 Prereq. P.O.I.

Significant reading, critical discussion, and written analysis of selected topical areas. Preparation and defense of senior essay. Departmental comprehensive examination.

ANTHROPOLOGY

The courses in anthropology offered by this department are designed to permit students of the College to acquire a fund of basic information about the principles of anthropology and an acquaintance with the diversity of world cultures.

An 201 PHYSICAL ANTHROPOLOGY 3-0-3

An introductory course in the study of man, his place in nature, his biological development, racial differentiation, and archeological history prior to the dawn of European and Oriental history.

An 202 CULTURAL ANTHROPOLOGY 3-0-3

An intensive introduction to cultural anthropology covering the nature of culture, methods and theories, and discussing characteristic features of the language, family life, rituals, and values of the world's peoples.

An 211 WORLD CULTURES 3-0-3

A survey of some of the peoples and cultures of the world from early times to the present, with emphasis on physical, cultural, linguistic, and demographic factors.

An 307 PEOPLES AND CULTURES OF AFRICA 3-0-3*

Ethnographic and cultural analysis of the folk background and contemporary customs of the peoples of Subsaharan Africa with special attention to the problems arising out of culture contact with modern Western civilizations.

* Not offered 1968–1969.

CAMPUS LIFE

The motto of the College, "Educate for Service," suggests that every student will strive to find some way to give his talents in a voluntary way to serve the educational community. In this manner "getting an education" becomes a full-time vocation pursued in everything that a student does while he is in college, whether it be with student government, the debate team, an athletic team, or some other meaningful activity. Campus life helps a student to become a fully educated person with many interests and talents that will continue to enrich life after college.

STUDENT GOVERNMENT

All full-time students are members of the Student Association and are eligible to participate in the student government's program. Students are elected annually to the Student Senate, the supreme student governing body, and the Men's and Women's Councils. The Student Association through the Senate, provides for a wide variety of student interests, such as: the governmental councils, the Religious Life Council, campus clubs, publications, athletic programs and many of the social activities of the College.

All sessions of the Student Senate are open to members of the student body. Any person may present items of business before the Senate and have the Senate representatives act upon it. The Senate meets at least monthly during the academic year.

The Men's and Women's Councils act in behalf of their respective groups and are responsible for the dormitory councils and the intramural program, for recommending disciplinary measures, and in sponsoring social events throughout the year.

CAMPUS CLUBS

Professional Groups:
- Society for the Advancement of Management (business)
- Student Pennsylvania State Education Association (education)
- Alpha Psi Omega (drama)
- Music Educators National Conference (music)
- Political Science Club (political science)
- Psychology Club (psychology)
- Phi Beta Chi (science)
- American Chemical Society (chemistry)
- Sociology Club (sociology)
- Modern Language Club (language)
- Eta Phi Sigma (debate)
- Eta Gamma Kappa (church vocations)

Honorary Groups:
- Abraxas (men's honor society)
- Sigma Lambda Sigma (women's honor society)
- Freshmen Women's Honor Society (freshmen women)
- Supreme Fiction Society (English honors)

Political Groups:
- Young Republicans
- Young Democrats
- Young Americans for Freedom

Service Groups:
- Sock and Buskin (drama club)
- Circle K Club (College men's group, Kiwanis sponsored)
- Naguers (synchronized women's swim club)
- Varsity E (athletic lettermen's club)

Religious Organizations and Activities
- Religious Life Council (coordinating council)
- Brethren Student Christian Movement
- Lutheran Student Association
- Canterbury Club
- Newman Club
- Inter-Varsity Fellowship

The College encourages its students to attend each week the church of their choice and to become active student members of a church. A weekly, interfaith chapel service with outstanding leaders is provided for all students and on special occasions services will be held commemorating important religious events. The Religious Life Council serves as a coordinating group giving guidance and support to ecumenical enterprises and interests. The College Minister is available to counsel and work with students and to help them plan their various programs. Many religious-oriented retreats are planned during the year and students are encouraged to participate in these weekend events.

RECREATION AND ATHLETICS

The College provides a wide variety of leisure-time activities without cost to the student. Students are encouraged to use the swimming pool, bowling alleys, gymnasium, tennis courts, playing fields, recreation rooms, and other facilities. All of these programs are provided for in the comprehensive fee and may be used by presenting a proper student identification card.

An intramural sports program runs throughout the year. It is coordinated by the Athletic Department and by an advisory student intramural committee. The intramural program allows many students the opportunity to participate, as an amateur, in the sports programs without devoting large blocks of time and energy for training.

The intercollegiate sports program attracts many skilled athletes. The program includes the following sports:

Women—Field Hockey
Swimming
Basketball
Tennis
Cheerleading

Men —Soccer
Cross Country
Basketball
Wrestling
Swimming
Tennis
Baseball
Golf

STUDENT HEALTH SERVICES

The College provides a student health center for the needs of the students. A six-bed infirmary is supervised by one full-time registered nurse and staffed by three students who have their R.N. Degrees. A practicing physician in the Borough of Elizabethtown serves the College on an "on-call" basis. Students may elect their own physician if they choose.

The College provides for all students a health and accident insurance policy for which they will be charged unless they sign a waiver exempting them from such services.

New students are required to take a chest x-ray during the autumn semester and again at the beginning of their junior year. A mobile x-ray unit visits the campus each fall and the x-ray may be obtained at that time. Students who are required to have x-rays will not be allowed to enroll in the spring semester unless they show positive proof of an x-ray within the previous six months from a responsible medical source.

The College intends only to provide infirmary services. Students who become seriously ill or who have prolonged illness cannot be adequately cared for in the infirmary for more than one or two days. If possible parents or guardians will be consulted in providing the necessary care for the student in such cases.

STUDENT PERSONNEL SERVICES

Housing Assignments—Housing assignments for men and women are the responsibilities of the Dean of Men and the Dean of Women and their residence hall staff respectively. Returning students are assigned housing during April and May following their registration for the autumn semester. Returning students who fail to complete their registration by the proper time and who fail to get a housing assignment before the spring semester closes lose their housing priority for the autumn semester.

Returning students may request changes in housing assignments by contacting the Dean of Men or the Dean of Women until July 5 without penalty. After July 5 returning students may not change housing assignments. If such changes do occur the student is liable for one-half of the first semester room charges.

Student teachers, as part of their teaching assignment, are urged to become part of the community in which they serve. Therefore, they are asked to secure their own housing for the semester, apart from college assignments, in the community where they are assigned. The College will lend assistance to student teachers through the personnel deans' offices if requested.

After June 15, new students will receive their room assignments. Insofar as possible, the College will house freshmen in residence halls. New students may make roommate requests during May or early June. The College does reserve the right to assign students to its facilities as it sees fit, honoring such requests as seem possible and reasonable. Any resident student withdrawing from college or changing his resident status to commuter after September 1 must pay the first semester rent for the room reserved for him.

Students assigned to honor houses or college approved off-campus houses are considered resident students. They are held responsible to the College for their conduct in the same manner as if they lived in a residence hall.

All resident students take their meals in the College dining room regardless of the room assignment given them.

Students wishing to be classified as commuting students must commute from an established home (parental home, home of a close relative, or a legal conjugal home).

Any exceptions to the above regulations are at the discretion of the College through the Dean of Men or Dean of Women.

STUDENT CONDUCT

One of the goals of education is to deter dishonesty, insincerity and vulgarity and to establish habits of good taste, proper discrimination, and honesty and integrity in personal relationships. Elizabethtown College insists upon high standards on the part of all persons who are associated with the College. For the mature person rights and privileges carry corresponding responsibilities. In this manner the more mature person shares his insights with the new student in helping him to become oriented and to develop a competence for responsible living.

Guided by these great expectations, the College community shares responsibility in determining the standards that are essential to being an educated person. Many of these conditions are set forth in the Student Handbook, residence hall handbooks, and other college publications. The College does reserve the right at any time and at its own discretion to determine when a student has transgressed its standards and to terminate the relationship if deemed necessary.

Elizabethtown College students may not purchase, possess, or consume drugs and/or alcoholic beverages on or off campus while under the jurisdiction of the College. Students violating this college regulation will be brought before the proper disciplinary agencies for serious evaluation and action. Appropriate penalties for disregarding this regulation and others found in the Student Handbook include suspension or dismissal from Elizabethtown College.

Freshman resident students are not permitted to have automobiles on campus or in the Borough of Elizabethtown during their freshman year. Automobile regulations for all students are to be found in the Student Handbook. All automobiles used by students and staff must be registered and indentified by a College decal.

All students who attend Elizabethtown College are required to obtain a student identification card to be presented upon request by any College official. It is used for admittance to the dining room, the library, all cultural and athletic events, the Baugher Student Center, and many other facilities and events sponsored by the College. The I.D. Card is issued at the time of registration to all part-time and full-time students.

Elizabethtown College expects its students to use mature, discreet judgments at all times, so as not to bring discredit to themselves or the College. The College community does assume responsibility in helping students to set and maintain satisfactory standards of belief and behavior in areas vital to their future. For this reason, the College involves representative students through the Student Association in helping to determine many of its value systems. The College does not intend to set up a code of behavior for every situation, but it does look to its faculty and students to maintain high expectations and to render sound judgments concerning student life.

STUDENT AND PUBLIC ENTERPRISES

The College community attracts, each year, many enterprising groups and persons wishing to capitalize upon the living conditions and interests of students. In order to protect students from a continuous stream of exploitations the following requests are made: Student-centered organizations and groups are required to have Student Senate approval before proceeding with their projects. Faculty and administrative persons are asked to schedule their projected programs with the Director of Student Activities and get the necessary College approval. Outside agencies, salesmen and other groups must have the approval of the Dean of Students before proceeding to contact students or to canvas the College community.

STUDENT PUBLICATIONS AND COMMUNICATIONS

The Etownian

The campus newspaper is published weekly at the direction of a student staff. The *Etownian* carries news of campus interest and reflections of editorial opinion. It is designed to provide a means for the expression of student views and interests. The editor is elected by the Student Body. College students receive their copies as part of the activities fee.

The Conestogan

The College yearbook is published each spring to record the activities of the campus community. The editor is elected by the Student Body. College students receive a copy as part of the activities fee.

Campus Radio Station

WWEC, the College radio station, broadcasts daily under the management and operation of a student staff. News of general campus interest, special features, and various types of music are carried at 740 on the AM frequency.

The Elm

The College literary magazine is published annually. Contributions of art and creative writing by students are solicited for inclusion in the magazine.

Student Handbook

Each year the Student Association prepares a student handbook to provide information pertinent to college life, campus activities, and general rules and regulations. Copies are provided for all freshmen and transfer students.

STUDENT LIFE INSURANCE PROGRAM

Elizabethtown College has arranged for a special protection program which enables students to obtain a personal life insurance policy at low cost. Information on this program is sent to each freshman prior to his registration.

CONCERTS AND LECTURES

To provide opportunities for the enjoyment of cultural programs beyond the normal range of academic activities, Elizabethtown College sponsors a series of concerts and lectures, which are open to students and faculty without charge. A faculty-student committee arranges the series, which includes lecturers on various topics, dramatic productions, and musical presentations.

In addition, the College cooperates with other institutions in sponsoring a "Great Artists Series" at nearby Hershey. Several outstanding cultural programs are presented each year in this series.

ANNUAL EXPENSES 1968–69

The expenses for the year are covered by a comprehensive fee, which for resident students includes tuition, furnished room, board (exclusive of Thanksgiving, Christmas, end of semester, and Easter vacations); use of library, student center, gymnasium, athletic field; admission to all athletic games on the campus; admission to community cultural programs; subscriptions to the *Etownian* and *Conestogan;* and limited use of the infirmary.

For commuting students the comprehensive fee covers the above except furnished room, board, and limited use of the infirmary.

The comprehensive fee is as follows:

	Annual	*Quarter*
Resident student....Schlosser Hall	$2395.00	$598.75
Resident students living in Brinser, Elizabeth Myer, H. K. Ober and B. Mary Royer Halls..........	2345.00	586.25
All other campus resident students	2295.00	573.75
Off-campus residence	1945.00	486.25
Commuting students	1490.00	372.50

Individual charges in addition to the comprehensive fee are as follows:

*Private piano, organ and voice lessons......Full-time students	$50.00 per semester
Examinations for advanced standing.....................	$15.00 per semester hour
Accident and sickness insurance..............	$15.00 per year
Breakage Deposit	
Male residents................................	$30.00
All others....................................	10.00

The above fees are on the basis of a full-time student taking from 10 to 18 hours per semester. Part-time students and hours in excess of 18 will be charged at the rate of $40.00 per semester hour plus attendant course fees and student fees as individually determined. Tutorial courses are charged at the rate of $80.00 per semester hour.

---

* Individual instruction taken as part of a formal degree program is included with the comprehensive fee.

The comprehensive fee is payable in quarterly installments: about September 20, on December 1, about February 1, and on April 1.

Credit allowed for scholarships, grants-in-aid, self-help assignments, matriculation deposits and the like will be deducted from the second and fourth invoices. For those who have aid, the 1st and 3rd quarter invoices will normally be for greater amounts than the 2nd and 4th quarter invoices.

All fees are subject to change without notice.

Absence and Sickness

A student who is absent from College because of sickness, or for any other reason, and retains his place in class, pays in full during his absence.

Withdrawal

Notice of withdrawal must be given in writing to the Dean of Students. If such withdrawal occurs after July 1, preceding the opening of college, the student forfeits his pre-registration deposit and is liable for one-half of a semester's room charge, if he was a resident student. If the withdrawal occurs after September 1, the resident student is liable for a full semester's room charge, plus losing the applicable deposit. If the withdrawal occurs after the beginning of the semester, the student is obligated for a full semester's room charge, actual board used to the date of withdrawal, plus 25% of the unused portion, and tuition as follows:

*Period of Attendance**	*Per Cent of Semester's Charge*
One week	25%
2 to 3 weeks	50%
Beginning of the 4th week	100%

The effective date for calculating refunds will be the date of the receipt of a written notice of withdrawal by the Dean of Students.

General Expense Information

Two transcripts of credits will be provided free for all students while in regular attendance. A charge of one dollar per copy will be made for all other transcripts of credit. No transcripts of credit are furnished to students whose accounts are not paid in full.

A fee of $10.00 must accompany the application for admission. This fee covers the cost of processing the prospective student's application, is non-refundable, and cannot be applied toward the payment of other charges.

A successful applicant should send to the Director of Admissions, Elizabethtown College, a matriculation deposit of $50.00 within 30 days after receiving his letter of acceptance. This deposit reserves space in class and a room for boarding students. It will be credited to the student's account when he matriculates. The fee is not refundable.

---

*The first day of registration counts as the beginning of College.

A pre-registration deposit amounting to $25.00 is required of all matriculated non-resident students and $35.00 of all resident students planning to return to college. The pre-registration fee for the following year is payable at the time a student pre-registers for the fall semester. It is applicable to the first semester's account.

A graduation fee of $13.00 is charged each candidate for a degree. This includes both his diploma fee and cap and gown rental.

Checks should be made payable to Elizabethtown College.

STUDENT FINANCIAL AID

The financial aid resources at Elizabethtown College include scholarships, grants, loans, and employment.

Scholarships

The Elizabethtown College Academic Scholarships are competitive, and the awards range from $200 a year to full tuition. The minimum requirements include a combination score of 1,000 in the College Entrance Examination Board tests and the applicant must also rank in the upper ten percent of the high school graduating class. The scholarship winners must maintain a cumulative scholastic average indicated by the following minimum quality point ratios in order to be eligible for renewal of the scholarship: at the end of the freshman year 2.50, at the end of the sophomore year 2.75, and at the end of the junior year 3.00.

Dean's Privilege Scholarships are available to those students not receiving other scholarship aid who have a quality point ratio of at least 3.00 at the end of their sophomore year at Elizabethtown College. Students may apply through their adviser and department chairman for consideration for the Dean's Privilege Scholarship.

The Pennsylvania Power and Light Company provides funds for several scholarships annually which are available to undergraduate students as well as the high school seniors who are accepted by Elizabethtown College. The applicant's parents must be customers of PP & L, and the student must demonstrate financial need and academic ability. Other scholarship programs include the Elizabethtown Kiwanis Golden Anniversary Scholarship, and a Nursing Education Scholarship available through the Nursing Education Council of Bethany Brethren Hospital, Chicago, Illinois.

Grants

The College awards Educational Opportunity Grants to students under the provisions of the federal Higher Education Act of 1965. The student must be enrolled or accepted for enrollment on a full-time basis, must be capable of maintaining good academic standing, and have exceptional financial need. The College awards a limited number of grants to students who have athletic talent.

Loans

The National Defense Loan Program enables a student to borrow a maximum of $1,000 per academic year. An eligible student borrower must be enrolled or accepted for enrollment as at least a half-time student, must demonstrate a definite need for the loan to pursue his course of study, and must be capable of maintaining a good academic standing.

The federal Higher Education Act of 1965 initiated the development of the state guaranteed loan program. The information on this program is available from the local lending institutions in each state. The Pennsylvania Higher Education Assistance Agency administers the loan program in Pennsylvania.

The Assured Education Plan enables students to borrow money on a monthly payment basis and spread the payments over many months.

Employment

The College provides a limited number of employment opportunities for students in the dining hall, library, laboratories, and other areas. The dollar value of the assignment depends upon the nature of the work. The students who are currently enrolled are given the first opportunity for these assignments.

The College sponsors a work-study program developed by the Federal Government under the Economic Opportunity Act of 1964 for students who can demonstrate financial need.

General information regarding financial aid

All applications for financial aid must be received before March 1 to insure eligibility for assistance. Each applicant should file a Parents' Confidential Statement with College Scholarship Service, so the financial need of each applicant can be evaluated. The Parents' Confidential Statements are available from the high school counselor or the Financial Aid Office at Elizabethtown College.

Each student must meet the academic and citizenship requirements of the College to maintain their financial aid. Any student who is placed on probation (academic or social) will lose his grant. Financial aid granted to Elizabethtown College students is valid only while they attend college on the Elizabethtown campus. Students who withdraw from Elizabethtown College to attend other institutions and then return to Elizabethtown College at a later date forfeit any financial aid commitment held in their previous attendance here.

All requests for applications and other information regarding financial aid should be directed to the Director of Financial Aid, Alpha Hall, Elizabethtown College, Elizabethtown, Pennsylvania 17022.

THE FUND FOR THE ADVANCEMENT OF ETHNIC UNDERSTANDING

The quest to gain greater understanding and rapport among people of differing ethnic characteristics is of central importance to the realization of the highest ideals of the Christian faith.

The attainment of understanding is rooted in a mutual desire among people of different races and/or creeds to communicate, to work together in cooperative ventures, to explore with frankness and candor any false or divisive impressions held by either party.

A college campus, where open-minded and open-hearted inquiry is encouraged, provides a natural setting for the promotion of this kind of understanding. It is to this end that The Fund for the Advancement of Ethnic Understanding has been established at Elizabethtown College by members of the Bucher Family, who invite the participation of all interested persons or groups.

Monies contributed to this program will be used according to the terms of the Fund to underwrite projects designed to enhance understanding among various ethnic groups. Possible projects include seminars, in-service practicums, recruiting of minority group students, faculty/student research, and/or symposiums dealing with ethnic problems.

Further information concerning The Fund for the Advancement of Ethnic Understanding is available from the Director of Development, Elizabethtown College, Elizabethtown, Pennsylvania 17022.

THE RUFUS P. BUCHER, JR. HONOR AWARD FOR COURAGE

Established by Arlene Kettering Bucher, '47, in memory of her husband, Rufus P. Bucher, Jr., '46, this honor is presented periodically to an Elizabethtown College student who demonstrates an overt and extraordinary concern for the welfare of others or a moral principle.

Mr. Bucher, who sacrificed himself in an attempt to save the life of a drowning child, personified a high degree of courage coupled with an unstinting interest in those around him.

This honor is designed to recognize those students who display an uncommon regard for the wellbeing of others and whose personal lives reflect the worthy ideals inherent in Christian higher education.

The recipient of the award shall be recognized through a certificate. In addition there will be a cash prize to be given, at the direction of the student, to the department or activity of his choice within the program of the College.

The Campus

Students at Elizabethtown College live and learn on a 110-acre campus, which includes strategically located buildings of modern colonial architecture, a broad dell, and a lake. The general setting of the campus is one of quiet, natural beauty.

The principal buildings on the campus are:

Academic and Administrative Facilities

Alpha Hall—The oldest building on campus, Alpha Hall has recently been renovated to serve as the administrative center for the campus. Located within the building are the offices of the President, Dean of the Faculty, Treasurer, Dean of Students, Dean of Women, Dean of Men, Director of Admissions, Registrar, Director of Financial Aid, Business Manager, and the Director of Development and Public Relations. The College's business office and data processing center are also housed in the building.

Esbenshade Hall—A modern classroom building, Esbenshade Hall is the teaching center of the campus. Located within the building are laboratories for the study of physics, psychology, and modern languages in addition to general classrooms, faculty offices, and a large lecture hall. It was completed in 1966.

Gibble Science Hall—Well-equipped laboratories for the departments of biology and chemistry plus several general-purpose classrooms and the Brinser Lecture Hall are located in this building.

Rider Hall—Recently renovated, Rider Hall houses the Department of Music and includes large and small practice rooms, a recital hall, several general classrooms, and faculty offices.

Zug Memorial Library—The campus library is centrally located for easy access by students. Recently renovated and enlarged, the library is air-conditioned and carpeted to provide an inviting setting for study and research. It contains approximately 70,000 volumes of reference material in addition to more than 600 selected periodicals, a microfilm reader, and record-playing facilities.

Campus Residences

David E. and Sadie M. Brinser Residence—Dedicated in 1965, this three-story residence provides modern housing accommodations for 140 men.

Elizabeth Myer Residence—A residence for women, overlooking the campus dell, this building provides complete living accommodations for 132 students. The College Dining Rooms, which can seat up to 600, are located in one wing of the building.

H. K. Ober Residence—A residence for men, this building is one of the largest on campus. It features two wings joined by a pleasant lobby area and lounge and provides rooms for 230 students.

B. Mary Royer Residence—A residence for women, this building provides complete housing facilities for 130 students. It was dedicated in 1962.

R. W. Schlosser Residence—Completed in 1965, this modern residence for women offers complete housing for 130 students. Carpeted and air-conditioned, it is regarded as a model campus residence.

All residence halls on the campus include lounges on each floor for study and recreation, laundry facilities, and attractive lobby areas.

There are also several small residences near the campus used as honors houses for students.

Student Center/Auxiliary Facilities

Baugher Student Center—The hub of the student activities program, this building houses the alumni auditorium-gymnasium, the campus post office, the College bookstore, a snack bar, bowling alleys, the campus radio station, an olympic-size swimming pool, several lounge areas, locker facilities, and various administrative offices related to student services.

Other College buildings include West Hall, which is used for art appreciation studies; North, South, and Center Halls, which house general-purpose classrooms and faculty offices; an infirmary with separate medical facilities for men and women staffed by registered nurses; and the Business Education Building, which includes classrooms and offices used by the Department of Business.

The College: Its History and Development

Elizabethtown College was chartered in 1899 by members of the Church of the Brethren who were interested in establishing an institution of higher education for their denomination in eastern Pennsylvania.

As expressed by the founders in the charter, the purpose of the College was "to give such harmonious development to the physical, mental, and moral powers of both sexes as will best fit them for the duties of life and promote their spiritual interests." While expressed in different words, the purpose of the College today still embodies the essence of this educational philosophy.

The Commonwealth of Pennsylvania granted a charter on September 23, 1899. Classes were held for the first time the following year. During its early years, limited enrollment and finances hampered the general development of the institution.

Supported initially by contributions from individual churchmen, the College in time became the responsibility of the Eastern and Southern Pennsylvania Districts of the Church of the Brethren. The Church Districts officially assumed the responsibility for operating the College in January, 1919.

With the advancing years, the College grew in the size of its enrollment, the extent of its physical facilities, and the quality of its academic program.

Formal accreditation was granted in 1921 by the Pennsylvania Department of Public Instruction and in 1948 by the Middle States Association of Colleges and Secondary Schools.

The rate of growth increased significantly since the end of the Second World War. The student enrollment has more than quadrupled in that time. Nine major building projects have been completed since 1950. The academic program has been expanded and is continually revised to meet changing needs on the part of the students.

Elizabethtown College holds membership in the Association of American Colleges and the American Council on Education and is approved by the American Association of University Women.

LOCATION

The College is located in Elizabethtown, a residential community in Lancaster County, Pennsylvania, with a population of approximately 7,000.

Elizabethtown is situated in the midst of several of the larger cities in southeastern Pennsylvania, including Harrisburg, Lancaster, Lebanon, York, and Reading. The metropolitan centers of Philadelphia, Baltimore, and Washington, D. C. are within easy reach of the campus.

The surrounding area features a blending of productive agriculture and prosperous industry. Folklore abounds in the immediate area, which is the home of the famed Pennsylvania Dutch.

The College community has complete facilities for shopping, banking, and other personal services.

Access to Elizabethtown is available by the Penn Central Railroad and U. S. Route 230. An interchange of the Pennsylvania Turnpike is available at Highspire, approximately ten miles from Elizabethtown on Route 230 (take Harrisburg-East exit from Turnpike). The Olmsted State Airport is located at Middletown, eight miles from Elizabethtown on Route 230.

ALUMNI ASSOCIATION

The Alumni Association of Elizabethtown College has been established to strengthen the bond between the alumni and the College and to advance, in every way, the interests of the College. To carry on the activities of the Association, local alumni chapters are organized in various geographical areas.

The affairs of the Alumni Association are managed by a board of 16 councilmen and one representative from each active alumni chapter, all of whom are elected by members of the Association. The officers of the council, who are also officers of the Association, are a president, two vice-presidents, a secretary, and an executive secretary.

A regularly scheduled publication keeps the alumni informed about the progress and activities of the College, about various alumni chapters and meetings, and about news of fellow graduates. The publication is sent without charge to all graduates of Elizabethtown College and to all students who did not complete their program.

The Alumni Annual Appeal offers an opportunity and an invitation for alumni to assist in the support of their Association and of the College. It is a well-known fact that no student in Elizabethtown has ever paid the whole cost of his education. A part of this cost is provided by interested alumni and by friends.

PLACEMENT SERVICES

The Office of Placement Services aids students, particularly seniors, in securing employment upon graduation. Besides the Placement Director's office, there is a room with brochures and literature for the students' utilization. As a student-centered service, the office is maintained by the College and made available to students without charge.

The purposes and aims of the placement service are to assist seniors and alumni, by means of a counseling and guidance program, to obtain productive permanent positions. This service also applies to part-time and summer employment and is available to all underclassmen.

The Placement Services also makes available:

1. Information on graduate programs for those considering entering graduate school upon graduation from college.
2. Materials and literature for the purpose of helping underclassmen to become more knowledgeable of the many vocational fields and the employment possibilities within these fields.
3. Publication of a listing of currently available positions and employment opportunities issued on a regular basis to all seniors and interested alumni.
4. The office schedules recruiters of industries and school districts to interview graduating seniors for job openings. These interviews are held in private interview rooms off the placement library.

ELIZABETHTOWN COLLEGE PARENTS ASSOCIATION

The Elizabethtown College Parents Association is organized to provide a channel for meaningful communication through which parents and the College may exchange views, share concerns, and work together to advance the best interests of their common concern: the student.

All parents of students enrolled in pursuit of a degree at Elizabethtown College are considered to be members of the Parents Association and are encouraged to become active participants in its program.

The Parents Council, which includes representatives of the freshman through senior classes, is the chief agency for liaison between the Association and the College.

WOMEN'S AUXILIARY OF ELIZABETHTOWN COLLEGE

Organized in 1956, the Women's Auxiliary of Elizabethtown College undertakes projects in support of many areas of the total program of the institution. The auxiliary participates in several major events on campus during the year. All women interested in the College are eligible for membership.

BOARD OF TRUSTEES

Officers

Joseph W. Kettering, *Chairman*
Noah S. Sellers, *Vice-Chairman*
H. E. Raffensperger, *Secretary*
Paul M. Grubb, *Assistant Secretary*
Earl H. Kurtz, *Treasurer*

Honorary Trustees

David E. Brinser, Middletown, Pa.
H. K. Dorsheimer, Elizabethtown, Pa.
Henry H. Koser, Landisville, Pa.
John M. Miller, Lititz, Pa.
Norman K. Musser, Columbia, Pa.
Troy M. Thompson, Elizabethtown, Pa.

Term Expires 1968

Frank S. Carper (EP), Palmyra, Pa.
John G. Hershey, Lititz, Pa.
I. Wayne Keller, Lancaster, Pa.
Joseph W. Kettering (EP), Elizabethtown, Pa.
Benjamin G. Musser (AA), Harrisburg, Pa.
Horace E. Raffensperger, Elizabethtown, Pa.
Noah S. Sellers (SP), Lineboro, Md.
John F. Sprenkel, York, Pa.
Earl K. Ziegler (SP), Brodbecks, Pa.

Term Expires 1969

Clifford B. Huffman (EP), Lancaster, Pa.
Nancy Hoffman Robb, (AA), Washington, D. C.
Chester H. Royer (SP), York, Pa.
Jacob H. Ruhl (EP), Manheim, Pa.
V. Lester Schreiber (EP), New Holland, Pa.
Samuel S. Wenger, Lancaster, Pa.

Term Expires 1970

Cyrus G. Bucher (SP), Biglerville, Pa.
Paul M. Grubb, Elizabethtown, Pa.
Norman E. Keller, Lebanon, Pa.
Galen C. Kilhefner (EP), Elizabethtown, Pa.
Howard A. Merkey (EP), Manheim, Pa.
Norman F. Reber (AA), York, Pa.
J. Aldus Rinehart, West Englewood, N. J.
D. C. Stambaugh, Lancaster, Pa.
S. Clyde Weaver (EP), Lancaster, Pa.

Representation on the Board of Trustees is indicated as follows: (EP) Eastern Pennsylvania District of the Church of the Brethren; (SP) Southern Pennsylvania District of the Church of the Brethren; (AA) Alumni Association. All others are nominees of the Board itself.

BOARD OF ASSOCIATES

Term Expires 1968

NORMAN L. BOWERS, Landisville, Pa.
ALBERT E. RICHWINE, Harrisburg, Pa.

Term Expires 1969

MARGARET MILLER CASSEL, Lititz, Pa.
WALTER A. KEENEY, McKnightstown, Pa.
M. GUY WEST, York, Pa.

Term Expires 1970

RICHARD A. COLEMAN, Harrisburg, Pa.

ADMINISTRATION 1968-1969

OFFICE OF THE PRESIDENT

Morley J. Mays, Ph.D., D.D.	*President*
Robert V. Hanle, A.M.	*Assistant to the President*
James M. Berkebile, Ph.D.	*Director of Teachers for West Africa Program*
Doris O. Lewis	*Secretary to the President and Recording Secretary to the Board of Trustees and Associates*

ACADEMIC ADMINISTRATION

Wayne L. Miller, Ph.D.	*Dean of the Faculty*
Robert E. Ziegler, Ph.D.	*Assistant Dean of the Faculty*
Anna M. Carper, M.S.	*Director of the Library*
E. Margaret Gabel, M.S.	*Head Cataloguer and Assistant to the Director*
Constance B. Cooke, M.S.L.S.	*Reader's Services Librarian*
Naomi Lucabaugh Hershey, B.S.	*Library Cataloguer*
D. Paul Greene, B.D.	*Director of Admissions*
Robert M. Moore, B.S. in Ed.	*Assistant Director of Admissions*
Donald L. Neiser, B.S.	*Registrar*

BUSINESS ADMINISTRATION

Earl H. Kurtz, M.A.	*Treasurer*
Gerald H. Risser, B.S., C.P.A.	*Business Manager*
W. E. Weaver, Ed. M.	*Manager of Bookstore and Post Office*
Martha A. Farver	*Office Manager and Secretary to the Treasurer*
Walter E. Brown	*Superintendent of Buildings and Grounds*
Arthur L. Cardinal	*Manager of Jay's Nest*
William J. Zibilich	*Director of Food Service*

STUDENT PERSONNEL ADMINISTRATION

Edward L. Crill, Ed. M.	*Dean of Students*
Royal E. Snavely, M.A.	*Dean of Men*
D. Jane Ikenberry, M.A.	*Dean of Women*
Opal E. Nees, A.B.	*Director of Student Activities*
Robert D. Sherfy, B.D.	*College Minister*
William H. Bentz, B.S.	*Director of Financial Aid*
John M. Tulley, Ed. M.	*Director of Athletics*
Elizabeth F. Bruckhart, M.S.	*Assistant in Student Personnel Services*

DEVELOPMENT AND PUBLIC RELATIONS ADMINISTRATION

James L. M. Yeingst, A.M.	*Director of Development and Public Relations*
Robert S. Young	*Director of Special Gifts*
D. Kenneth Hollinger	*Director of Church Relations*
Glenn E. Irwin, B.A.	*Director of Bequests and Estate Planning*
Eloise C. Aurand, A.B.	*Director of Public Information*
James R. Hilton, A.B.	*Director of Alumni Relations and Director of Placement*

FACULTY 1968–1969

MORLEY J. MAYS, *President*
A.B., Juniata College; A.M., University of Pittsburgh; Ph.D., University of Virginia; D.D., Bethany Theological Seminary. (1966)

WAYNE L. MILLER, *Dean of the Faculty*
A.B., Manchester College; M.S., Purdue University; B.D., Bethany Theological Seminary; Ph.D., University of Southern California. (1967)

EMERITI

RALPH W. SCHLOSSER, *President Emeritus*
Pd.B., Elizabethtown College; A.B., Ursinus College; A.M., Columbia University; Litt.D., Ursinus College. (1911)

BESSIE D. APGAR, *Professor of Biology, Emerita*
A.B., Muskingum College; M.S., University of Pittsburgh; Ph.D., University of Pennsylvania. (1946)

CHARLES S. APGAR, *Professor of Biology, Emeritus*
B.S., M.S., Ph.D., University of Pittsburgh. (1946)

RICHARD W. BOMBERGER, *Professor of English, Emeritus, Department Chairman*
A.B., Franklin and Marshall College; A.M., University of Virginia. (1962)

CLARENCE G. ENTERLINE, *Alumni Secretary and Director of Placement, Emeritus*
B.S., Albright College; M.S., University of Pennsylvania. (1956)

NEVIN W. FISHER, *Professor of Music, Emeritus*
Graduate, Blue Ridge College; Teachers' Certificate, Peabody Conservatory of Music; B.M., Eastman School of Music, University of Rochester; M.Music, Northwestern University. (1951)

VERA R. HACKMAN, *Dean of Women, Emerita*
A.B., Elizabethtown College; A.M., Columbia University; Professional Diploma, Teachers' College, Columbia University. (1944)

IRA R. HERR, *Professor of Physical Education, Emeritus*
A.B., Franklin and Marshall College; University of Pennsylvania; Temple University. (1928)

J. Z. HERR, *Treasurer and Business Manager, Emeritus*
B.E., Elizabethtown College; Columbia University. (1905)

MARTHA MARTIN, *Professor of Bible, Emerita*
A.B., Elizabethtown College; Bethany Theological Seminary; New York Theological Seminary; University of Pennsylvania. (1924)

E. G. MEYER, *Professor of Music, Emeritus*
Pd.B., A.B., Elizabethtown College; A.M., Columbia University. (1921)

GERTRUDE ROYER MEYER,, *Professor of Music, Emerita*
Graduate in Music, Western Maryland College. (1920)

MARY B. REBER, *Professor of Art, Emerita*
B.E., Elizabethtown, College. (1928)

NORMAN N. WEISENFLUH, *Professor of Psychology and Education, Emeritus*
M.A., University of Pennsylvania; Ph.D., University of Pittsburgh. (1964)

PROFESSORS

†JAMES M. BERKEBILE, *Professor of Chemistry*
A.B., Manchester College; A.M., Ph.D., The Ohio State University. (1957)

---

†*Non-instructional*

EDGAR T. BITTING, *Professor of Business, Department Chairman*
B.S., Elizabethtown College; M.B.A., University of Pennsylvania; C.P.A. (1952)
*I. L. BOSSLER, *Professor of Mathematics*
B.S., Ursinus College; M.S., Purdue University. (1959)
ROBERT V. CRESSWELL, *Professor of Education*
B.S., M.S., The Pennsylvania State University; Ph.D., University of Pittsburgh. (1968)
J. THOMAS DWYER, *Professor of English*
A.B., M.A., Ph.D., University of Pennsylvania. (1960)
ELIZABETH M. GARBER, *Professor of Political Science, Department Chairman, Coordinator of Study Abroad*
A.B., Hood College; M.A., George Washington University; Docteur de l' Université, University of Paris; LL.D., Hood College. (1966)
ELMER B. HOOVER, *Professor of Education*
B.S., Juniata College; M.Ed., The Pennsylvania State University. (1947)
CLYDE K. NELSON, *Professor of History*
A.B., The King's College; B.D., Th.M., Eastern Baptist Theological Seminary; M.A., Ph.D., University of Pennsylvania. (1959)
ROLLIN E. PEPPER, *Professor of Biology, Department Chairman*
A.B., Earlham College; M.S., Syracuse University; Ph.D., Michigan State University. (1964)
CARL N. SHULL, *Professor of Music, Department Chairman*
B.S., Bridgewater College; M.Music, Northwestern University; Ph.D., The Florida State University. (1961)
MARTIN O. L. SPANGLER, *Professor of Chemistry*
B.A., Bridgewater College; M.S., Ph.D., Virginia Polytechnic Institute. (1966)
O. F. STAMBAUGH, *Professor of Chemistry, Department Chairman, Faculty Marshal*
B.S., Lebanon Valley College; M.S., Ph.D., The Pennsylvania State University. (1946)
JOSEPH P. ZACCANO, JR., *Professor of History*
A.B., Dickinson College; M.A., Ph.D., University of Pittsburgh. (1962)

ASSOCIATE PROFESSORS

CARL J. CAMPBELL, *Associate Professor of English*
A.B., Franklin and Marshall College; M.A., University of Pennsylvania. (1962)
JOHN A. CAMPBELL, JR., *Associate Professor of English*
B.S., B.A., M.A., University of Florida. (1968)
ANNA M. CARPER, *Director of the Library*
A.B., Elizabethtown College; M.S., Columbia University. (1960)
HUBERT M. CUSTER, *Associate Professor of Physics, Department Chairman*
B.S. in E.E., Carnegie Institute of Technology; M.S., Franklin and Marshall College. (1953-61, 1963)
ELINOR EASTLACK, *Associate Professor of Business Education*
B.S., M.Ed., The Pennsylvania State University. (1952)
RUSSELL E. EISENBISE, *Associate Professor of Sociology, Acting Department Chairman*
B.S., McPherson College; M.A., Temple University. (1962)
HENRY E. FUNK, *Associate Professor of Languages*
B.A., Haverford College; M.A., Ph.D., University of Virginia. (1968)
E. MARGARET GAREL, *Assistant to the Director of the Library and Head Cataloger*
B.S., Kutztown State College; M.S. (L.S.), Syracuse University. (1966)

**Absent on Leave, 1968-1969*

HARRY J. GRAHAM, *Associate Professor of Education*
B.S., Elizabethtown College; M.Ed., Temple University. (1963)
CHARLES M. GRAUPERA, *Associate Professor of Languages*
B.Litt., Institute of Havana; M.A., University of South Dakota. (1966)
BEN B. HESS, *Associate Professor of History*
A.B., Elizabethtown College; M.A., The Pennsylvania State University. (1960)
A. F. KISH, *Associate Professor of Business Administration*
B.S., Rutgers—The State University; M.S., University of Delaware. (1963)
DONALD E. KOONTZ, *Associate Professor of Mathematics, Department Chairman*
B.S., Juniata College; M.A., The Pennsylvania State University. (1961)
*R. BRUCE LEHR, *Associate Professor of Sociology, Department Chairman*
A.B., Bucknell University; M.A., Mexico City College. (1951)
HENRY M. LIBHART, *Associate Professor of Art, Department Chairman*
A.B., Franklin and Marshall College; Equivalent Master's Degree Certificate, Commonwealth of Pennsylvania. (1959-1964, 1967)
A. CAROLYN MILLER, *Associate Professor of English*
A.B., Bridgewater College; M.A., University of Virginia. (1965)
RICHARD L. MUMFORD, *Associate Professor of History, Acting Department Chairman*
B.S., University of Pennsylvania; M.Ed., Ph.D., University of Delaware. (1965)
M. EVELYN POE, *Associate Professor of English*
A.B., Houghton College; M.A., Cornell University. (1962)
ROBERT G. PORTER, *Associate Professor of Languages, Acting Department Chairman*
B.A., Pomona College; M.A., University of Washington; Ph.D., Rice University. (1968)
ZOE G. PROCTOR, *Associate Professor of Chemistry*
B.S., Elizabethtown College; M.S., Bucknell University. (1959)
JOHN P. RANCK, *Associate Professor of Chemistry*
B.S., Elizabethtown College; M.A., Ph.D., Princeton University. (1963)
D. PAUL RICE, *Associate Professor of Education*
A.B., Elizabethtown College; M.S., Ed.D., Temple University. (1963)
*JOBIE E. RILEY, *Associate Professor of English*
B.A., Manchester College; B.D., Bethany Theological Seminary; M.A., Northwestern University. (1961)
WYLIE H. RUSSELL, *Associate Professor of Education, Acting Department Chairman*
A.B., Ed.M., A.M., Oklahoma City University; Ed.D., The George Washington University. (1968)
T. C. SEBASTIAN, *Associate Professor of Physics*
B.S., University of Madras; Ph.D., Saint Louis University. (1966)
*ARMON C. SNOWDEN, *Associate Professor of Religion and Philosophy*
A.B., Elizabethtown College; B.D., Crozer Theological Seminary. (1957)
STANLEY T. SUTPHIN, *Associate Professor of Religion and Philosophy, Department Chairman*
A.B., LaVerne College; B.D., Bethany Theological Seminary; Th.D., Pacific School of Religion. (1963)
DAVID P. WILLOUGHBY, *Associate Professor of Music*
B.S., Lebanon Valley College; M.E., Miami University (Ohio). (1960)
*OWEN L. WRIGHT, *Associate Professor of Physical Education, Department Chairman*
B.A., Bridgewater College; M.S., University of Illinois. (1961)
JOHN M. YANCEY, *Associate Professor of Psychology, Department Chairman*
B.A., Bridgewater College; M.A., University of Florida. (1964)

**Absent on Leave, 1968-1969*

CARL W. ZEIGLER, *Associate Professor of Religion and Philosophy*
A.B., Elizabethtown College; B.D., United Theological Seminary; D.D., Elizabethtown College. (1959)
ROBERT E. ZIEGLER, *Associate Professor of Science*
B.A., Bridgewater College, M.R.E., Bethany Theological Seminary; M.S., Ph.D., University of Wisconsin. (1966)

ASSISTANT PROFESSORS

ERNEST A. BLAISDELL, JR., *Assistant Professor of Mathematics*
B.A., M.A., University of Maine. (1968)
EDITH RAPP BOOHER, *Assistant Professor of Education*
B.S., M.Ed., The Pennsylvania State University. (1968)
STANLEY K. BOWERS, *Assistant Professor of Education, Coordinator of Audio-Visual Services*
B.S., Millersville State College; M.Ed., Temple University. (1965)
EUGENE P. CLEMENS, *Assistant Professor of Religion and Philosophy*
B.A., Goshen College; M.A., University of Pennsylvania. (1965)
CONSTANCE B. COOKE, *Readers' Services Librarian*
B.A., University of Massachusetts; M.S.L.S., Western Reserve University. (1967)
JOHN C. COOKE, *Assistant Professor of Biology*
B.S., B.A., University of Massachusetts; Ph.D., University of Georgia. (1967)
ULDIS DAIGA, *Assistant Professor of Languages*
B.A., University of North Carolina; M.A., Temple University. (1965)
ROBERT D. DOLAN, *Assistant Professor of Mathematics*
B.S., California State College; M.A., West Virginia University. (1964)
MARTHA A. EPPLEY, *Assistant Professor of Business Administration*
B.S., Elizabethtown College; M.B.A., Indiana University. (1964)
HUGH G. EVANS, JR., *Assistant Professor of Economics*
B.S., Juniata College; M.A., The Pennsylvania State University. (1968)
ROBERT B. GARRETT, *Assistant Professor of Health and Physical Education*
B.S., East Stroudsburg State College; Ed.M., Temple University. (1967)
SUZANNE SCHMITT GOODLING, *Assistant Professor of Languages*
B.A., Gettysburg College; M.A., Middlebury College. (1964)
ROBERT J. HECKMAN, *Assistant Professor of Biology*
B.S., Elizabethtown College; M.Ed., Millersville State College. (1964)
JACK L. HEDRICK, *Assistant Professor of Chemistry*
B.S., Elizabethtown College; M.S., University of Pittsburgh. (1963)
KATHRYN NISLEY HERR, *Assistant Professor of Languages*
A.B., Lebanon Valley College. (1943)
ALLEGRA H. HESS, *Assistant Professor of Health and Physical Education, Acting Department Chairman*
B.S., Bridgewater College; M.S., Indiana University. (1961)
*RICHARD T. HISE, *Assistant Professor of Business*
A.B., Gettysburg College, M.B.A., University of Maryland. (1961)
OTIS D. KITCHEN, *Assistant Professor of Music*
B.S., Bridgewater College; M.M., Northwestern University. (1965)
WILLIAM F. KLAUBER, *Assistant Professor of Education*
B.S., Elizabethtown College; M.Ed., Shippensburg State College. (1965)

**Absent on Leave, 1968-1969*

John E. Koontz, Jr., *Assistant Professor of Mathematics*
B.S., Juniata College; M.A., Bowling Green State University. (1966)

*J. Kenneth Kreider, *Assistant Professor of History*
A.B., Elizabethtown College; M.A., The Pennsylvania State University. (1964)

Ronald L. Laughlin, *Assistant Professor of Biology*
B.A., Wabash College; M.S., The Ohio State University. (1968)

*Jason D. Lindower, Jr., *Assistant Professor of Business*
B.S., Manchester College; M.B.A., Indiana University; C.P.A. (1963)

*Ernest E. Lundy, *Assistant Professor of Languages*
B.S., Bloomsburg State College; M.A., Middleburg College. (1966)

*Mona Wyles McGraw, *Assistant Professor of Education*
B.S., Elizabethtown College; M.Ed., Shippensburg State College. (1965)

Phil V. Morley, *Assistant Professor of Sociology*
B.S., University of Southern Mississippi; M.S., Mississippi State University. (1967)

Robert K. Morse, *Assistant Professor of Mathematics*
B.S., Franklin and Marshall College; M.A., Temple University. (1968)

Ruth J. Nearing, *Assistant Professor of Physical Education*
B.S., East Stroudsburg State College. (1963)

Stanley R. Neyer, *Assistant Professor of Business*
B.S., Elizabethtown College; C.P.A. (1964)

D. Kenneth Ober, *Assistant Professor of Physical Education*
B.S., M.S., West Chester State College. (1964)

H. Marshall Pomroy, *Assistant Professor of Business*
B.S., Elizabethtown College; C.P.A. (1964)

William V. Puffenberger, *Assistant Professor of Religion and Philosophy*
B.A., Bridgewater College; B.D., Bethany Theological Seminary; Ph.D., Boston University. (1967)

Austin D. Ritterspach, *Assistant Professor of Religion and Philosophy*
B.A., Indiana University; B.D., Union Theological Seminary; Ph.D., Graduate Theological Union. (1967)

*Liga Grinbergs Roscher, *Assistant Professor of Languages, Department Chairman*
A.B., Elizabethtown College; M.Ed., Temple University. (1963)

Ahmad H. Shamseddine, *Assistant Professor of Economics*
Associate Degree, University of Beirut, Lebanon; M.A., B.A., Howard University; Ph.D., The George Washington University. (1967)

*Ronald L. Shubert, *Assistant Professor of Mathematics*
B.S., Elizabethtown College; M.A., University of Kansas. (1964)

Harry L. Simmers, *Assistant Professor of Music*
B.S., Bridgewater College; M.M., American Conservatory of Music. (1966)

John W. Stites, *Assistant Professor of Music*
B.S., Manchester College; M.M., Wayne State University. (1968)

*Scott T. Swank, *Assistant Professor of History*
B.S., Elizabethtown College; M.A., University of Pennsylvania. (1966)

John M. Tulley, *Assistant Professor of Physical Education (part-time)*
B.S., East Stroudsburg State College; M.Ed., West Chester State College. (1964)

**Absent on Leave, 1968-1969*

INSTRUCTORS

ELOISE C. AURAND, *Instructor in English (part-time)*
B.A., The Pennsylvania State University. (1967)
EDWARD R. BARTEL, *Instructor in Geography (part-time)*
B.S. in Ed., Shippensburg State College; M.S., The Pennsylvania State University. (1963)
STANLEY K. BEERY, *Instructor in Mathematics*
B.A., Manchester College; M.S., Miami University. (1968)
DORIS KOPP BITTING, *Instructor in Business (part-time)*
B.S., Elizabethtown College; M.Ed., Temple University. (1964)
LOUISE BAUGHER BLACK, *Instructor in English*
B.S., Elizabethtown College; M.S., Temple University. (1968)
LINDA HINDMAN CAMPBELL, *Instructor in English (part-time)*
A.B., Elizabethtown College. (1968)
CHERYL R. CARNAHAN, *Instructor in Music*
B.A., Dakota Wesleyan University; M.A., Eastman School of Music, University of Rochester. (1968)
PAUL M. DENNIS, *Instructor in Psychology*
B.A., Bowdoin College; M.A., The New School for Social Research
DORSEY E. ENCK, *Instructor in Physics (part-time)*
B.S. in Ed., Millersville State College; M.Ed., The Pennsylvania State University. (1965)
JOSEPH J. GERENCHER, JR., *Instructor in Earth Science*
B.S., The Pennsylvania State University. (1968)
JOHN F. HARRISON, *Instructor in Music*
B.M., M.M., The Florida State University. (1967)
NAOMI LUCABAUGH HERSHEY, *Library Cataloger*
B.S., Elizabethtown College. (1968)
EARL A. HOLMES, *Instructor in Biology*
A.B., Earlham College. (1967)
CHARLES H. HOSTETLER, *Instructor in History*
B.S., Millersville State College; M.A., University of Pennsylvania. (1968)
GERALD W. KAUFMAN, *Instructor in Sociology (part-time)*
B.A., Goshen College; M.A., Indiana University. (1968)
YVONNE E. KAUFFMAN, *Instructor in Physical Education*
B.S., Bridgewater College. (1966)
NOEL POTTER LAIRD, *Instructor in Business (part-time)*
B.B.A., Boston University; B.S.C., Temple University; M.A., University of Pennsylvania; M.B.A., Boston University; Ed.D., Rutgers University. (1968)
ROBERT E. LAMONTAGNE, *Instructor in Political Science*
A.B., St. Anselm's College; A.M., University of Pennsylvania. (1967)
DONALD G. LEDERMAN, *Instructor in Psychology (part-time)*
B.S., The City College of New York; M.A., The Ohio State University; Ph.D., Washington State University. (1965)
THOMAS W. MAST, *Instructor in Business*
B.B.A., M.B.A., University of Michigan. (1966)
JAMES H. MATHER, *Instructor in Psychology (part-time)*
B.A., Westminster College; M.A., Bryn Mawr College. (1967)
MARGARET COULSON MUSSELMAN, *Instructor in Languages*
B.A., Gettysburg College; M.A., University of Pennsylvania. (1968)

JUDITH POWERS, *Instructor in Psychology (part-time)*
B.A., Lake Forest College; M.A., Northwestern University. (1968)
DONALD A. RINEER, *Instructor in Business*
B.S., Millersville State College. (1967)
JOHN ROCHE, *Instructor in Sociology*
B.A., City College of New York; M.A., The New School for Social Research. (1968)
ERNEST E. ROUSH, *Instructor in Business*
B.S., Elizabethtown College. (1968)
BARBARA SNYDER RUTH, *Instructor in Business (part-time)*
A.B., Vassar College; M.S., Columbia University. (1967)
*WAYNE A. SELCHER, *Instructor in Political Science*
A.B., Lebanon Valley College; M.A., University of Florida. (1969)
JOHN H. SNYDER, *Instructor in Sociology (part-time)*
B.A., West Virginia Wesleyan College. (1966)
KENNETH D. STAUFFER, *Instructor in Mathematics*
B.S., Kutztown State College; M.A., University of Northern Iowa. (1968)
KAREN V. TUTON, *Instructor in Psychology*
B.S., M.S., The Pennsylvania State University. (1968)
HELEN HEISEY WENGER, *Instructor in English*
B.A., LaVerne College; M.A., University of Pennsylvania. (1966)
JOSEPH A. WHITMORE, *Instructor in Physical Education*
B.A., Bridgewater College. (1968)
THOMAS R. WINPENNY, *Instructor in History*
B.A., M.A., The Pennsylvania State University. (1968)
DIANA DEMME WOODWARD, *Instructor in Religion and Philosophy*
B.A., University of Texas; M.A., University of North Carolina. (1968)

GRADUATE ASSISTANT

ALICE L. KNOUSE, *Graduate Assistant in Business*
B.S., Elizabethtown College. (1965)

ADMINISTRATIVE STAFF 1968—1969

CHRISTINE B. BEERY, M.A.
Assistant to the Registrar

KATHLEEN BEVEL
Clerk, Development Office

ANNE CARDINAL
Clerk, Registrar's Office

GLADYS CHASTAIN
Secretary, Director of TWAP

AGNES U. COBLE
Clerk, Post Office

CYNTHIA COVILLE, R.N.
Nurse

MARY M. COX
Director of Residence,
Myer Residence

**ESTA CRAIGHEAD
Clerk, Secretarial Pool

JOSEPHINE DALTON
Secretary, Secretarial Pool

HATTIE DROHAN
Secretary, Director of Alumni Relations

**Beginning Spring Semester, 1969*
***Part time*

MELVA EBERSOLE
Secretary, Business Manager

ETHEL H. ENGLE
Clerk, Business Office

SANDRA A. ESHLEMAN
Clerk, Library

JANE FICHTHORN, R.N.
Nurse

NEVIN O. GARNER
Operator-Programmer,
Data Processing Center

HELEN J. GAW
Clerk, Business Office

MARY GOOD
Clerk, Bookstore

*JOSEPHINE GROFF
Clerk, Secretarial Pool

DOROTHY GROSH
Stenographer, Admissions Office

HARRY H. HAKE
Assistant, Dean of Students

DOROTHY N. HAMILTON
Clerk, Library

M. EILEEN HANSON, R.N.
Nurse

ETHEL L. HEATON
Director of Residence,
Royer Residence

FRANCES M. HILSHER
Clerk, Data Processing

JANET L. HILSHER
Secretary, Director of Admissions

J. ROBERT HOLLINGER
Chief Accountant, Business Office

JANET HOOVER
Clerk, Central Services

EMMA V. HORNE
Secretary, Director of Development
and Public Relations

*ELLEN HOWELL
Typist, Admissions Office

LAURETTA D. HYNICKER, R.N.
Head Nurse

JEAN KRAYBILL
Secretary, Dean of Women

BARBARA M. LANDVATER
Clerk, Development Office

MARGARET B. MCSPARREN
Secretary, Secretarial Pool

ELIZABETH MASON
Secretary, Dean of the Faculty

ELIZABETH A. MILLER, A.B.
Library Assistant in Charge of Circulation

RUTH B. MUMAW
Secretary, Director of the Library

SANDRA L. OBER
Receptionist/Switchboard Operator

SARAH JANE RABER
Secretary, Director of Athletics
and College Minister

DONNA REDCAY
Clerk, Business Office

DOROTHY REED
Secretary, Placement and Development
Offices

FRANCIS K. REINHOLD, B.S.
Library Assistant

GRACE RHEN
Clerk, Library

ALICE K. ROWLEY
Secretary, Dean of Students

STELLA SIKORSKI
Secretary, Director of Student Activities
and Receptionist, Control Center

BETTY L. SPANGLER
Clerk, Registrar's Office

BETTY V. TAMKIN
Secretary, Dean of Men

JUNE TULLEY, B.S.
Secretary, Registrar

GERALDINE WAGNER
Secretary, Director of Public Information

Part-time

ELIZABETHTOWN COLLEGE ALUMNI COUNCIL

OFFICERS

J. Albert Seldomridge '52, *President*
2605 Beechwood, Lancaster, Penna. 17601

David J. Markey '47, *1st Vice-President*
5535 East 46th Street, Indianapolis, Ind. 46226

John Speidel '41, *2nd Vice-President*
264 Mather Road, Jenkintown, Penna. 19046

John N. Buch '49, *Secretary*
309 Arch Street, Elizabethtown, Penna. 17022

ELECTED COUNCIL MEMBERS

Henry R. Hoerner '55, *Past President*
93 Brownstone Drive, Hershey, Penna. 17033

Mrs. Linda Seltzer '66, 25 Marshall Avenue, Annville, Penna. 17003
Norman R. Bitterman '60, 606 Oreland Mill Road, Oreland, Penna. 19075
Mrs. Alta Roudabush '33, 611 Schrader Ave., Johnstown, Penna. 15902
James M. Miller '55, 8 Oxford Lane, Madison, New Jersey 07940
Mrs. John Ranck '61, 431 E. Bainbridge St., Elizabethtown, Penna. 17022
Gene G. Swords '51, Long Lane, R. D. 6, Lancaster, Penna. 17603
Frances R. Bishop '54, 1262 Main St., Oberlin, Steelton, Penna. 17092
James B. Panneraker '58, 131 Spruce Street, Middletown, Penna. 17057
Mrs. Kathleen B. Bryer '49, Valley View Rd., Gap, Penna. 17527
Rorert G. Balthaser '58, Box 42, Shartlesville, Penna. 19554

ALUMNI TRUSTEES

Benjamin G. Musser '43, 95 Greenwood Circle, Wormleysburg, Penna. 17043
Mrs. Nancy Robb '55, 3820 39th St., N. W., Apt. C-117, Washington, D. C. 20016
Norman F. Rerer '30, 2432 S. George St., York, Penna. 17403

CHAPTER REPRESENTATIVES

Baltimore
Kenneth R. Eshelman '62, 500 Alabama Road, Towson, Maryland 21204

Cumberland Valley
Sara A. Swartz '49, 75 E. Main Street, Newville, Penna. 17241

Harrisburg
John F. Chubb '61, 1840 E. Chocolate Ave., Hershey, Penna. 17033

Juniata Valley
Mrs. Kathleen Wolgemuth '66, R. D. 1, McAlisterville, Penna. 17049

Lancaster
JON SINGER '62, 579 E. Hummelstown St., Elizabethtown, Penna. 17022

Lebanon
FRED O. SELTZER '63, 25 Marshall Avenue, Annville, Penna. 17003

Lehigh Valley
REV. GEORGE L. HARTING '40, R. D. 3, Allentown, Penna. 18104

New Jersey
M. ALEXANDER GLASMIRE, 23 Oakridge Road, West Orange, New Jersey 07050

Philadelphia
RICHARD SHUPP '53, 1100 Edann Road, Oreland, Penna. 19075

York
FRED F. NOEL '58, 1402 First Avenue, York, Penna, 17403

DEVELOPMENT ADVISORY COMMITTEE

MRS. SAMUEL J. BLAKEY
Ocean Grove, New Jersey
Public School Teacher

K. EZRA BUCHER
Elizabethtown, Penna.
Vice President for Production, Continental Press, Inc.

M. FRANCIS COULSON
Biglerville, Penna.
Superintendent of Schools of Adams County

ROY R. COVER
Elizabethtown, Penna.
Vice President for Editorial Content, Continental Press, Inc.

WALTER DUPES
Elizabethtown, Penna.
Auctioneer

WOODROW R. ESHENAUR
Reading, Penna.
President, Glen-Gery Shale Brick Corp.

CHARLES H. FALKLER
York, Penna.
Vice President and Cashier, Nat'l. Bank and Trust Co. of Central Pa.

WILLIAM M. GOHN
York, Penna.
Purchasing Agent, Schmidt and Ault Div. St. Regis Paper Co.

J. WILLARD HIRSHMAN
Lancaster, Penna.
President and Treasurer, Futura Corp.

HENRY R. HOERNER, JR.
Hummelstown, Penna.
District Superintendent of Lower Dauphin School District

CLIFFORD B. HUFFMAN
Lancaster, Penna.
Farm Mortgage Appraiser, Equitable Life Assurance Society of the United States

HENRY H. KOSER
Landisville, Penna.
Retired Insurance Executive

Norman R. Kraybill
Elizabethtown, Penna.
Treasurer, Elizabethtown Trust Company

Richard F. Kuntz
Lancaster, Penna.
C.P.A., Partner, Kuntz, Hipple, Briggs & Co.

Carlos R. Leffler
Richland, Penna.
President, Leffler, Inc.

Stanley A. Miller
Harrisburg, Penna.
President, Miller's Auto Supplies, Inc.

Donald L. Neiser
York, Penna.
Registrar, Elizabethtown College

V. Lester Schreiber
New Holland, Penna.
New Products Manager, New Holland Machine Co.

J. Albert Seldomridge
Lancaster, Penna.
Owner, J. A. Seldomridge and Associate

Brentwood S. Shunk
Lancaster, Penna.
District Manager, Pennsylvania Power and Light Co.

Claire C. Simeral, Jr.
Lancaster, Penna.
Manager, Operations Services, Radio Corporation of America

G. A. W. Stouffer
Chambersburg, Penna.
Retired President, Chambersburg National Bank

Frank M. Tait
Philadelphia, Penna.
C.P.A., Partner, Tait, Weller & Baker, Accountants

Henry A. Torchia
Harrisburg, Penna.
Attorney-at-Law

Craig J. Turnbull
Camden, New Jersey
Counsellor At Law

J. Norman Weaver
Manheim, Penna.
President, Manheim National Bank

Paul D. Wenger
Leacock, Penna.
President, Wenger's Flowers, Inc.

Walter B. Zeigler
York, Penna.
President, York Building Products Co., Inc.

S. R. Zimmerman, Jr.
Manheim, Penna.
President, U.S. Asbestos-Grey Rock Division

Cyrus G. Bucher
Biglerville, Penna.
Promotion Manager, Pet Milk Company, Musselman Div.

I. Wayne Keller
Lancaster, Penna.
Retired Vice President for International Operations, Armstrong Cork Co.

J. W. Kettering
Elizabethtown, Penna.
C.P.A., Retired General Partner, Main, Lafrentz and Company

H. E. Raffensperger
Elizabethtown, Penna.
Founder and President of Continental Press, Inc.

Jacob H. Ruhl
Manheim, Penna.
Insurance and Business Executive

REGIONAL DEVELOPMENT COMMITTEES

Lancaster Area

Merle E. Black, Jr.
Elizabethtown, Penna.
Treasurer, Elizabethtown
Trust Company

Jonothan D. Forry
Lancaster, Penna.
General Manager, Keller Bros.
Lititz, Penna.

J. W. Heisey
Rheems, Penna.
Civic Leader

Wilbur H. Mellinger
New Holland, Penna.
General Manager, Ford Agency
New Holland, Penna.

J. Alrert Seldomridge
Lancaster, Penna.
Owner, J. A. Seldomridge &
Associate, Lancaster, Penna.

Lebanon Area

Mervin R. Erersole
Lebanon, Penna.
President and General Manager
Ebersole Motors

Ernest G. King
Lebanon, Penna.
Insurance Broker, R. F. King
Real Estate and Ins. Agency

Carlos R. Leffler
Richland, Penna.
President, Leffler, Inc.
Lebanon, Penna.

Clark R. Royer
Lebanon, Penna.
Plumbing & Heating Cont.

Ethel M. B. Wenger
Rexmont, Penna.
Educator

York Area

Edward E. Garrer
York, Penna.
Attorney-at-Law

Oscar L. Hostetter
Thomasville, Penna.
Proprietor of York
Airport

Galen V. Jones
York, Penna.
Investment Broker

John B. Minnich
York, Penna.
School Administrator

Donald L. Neiser
York, Penna.
Registrar Elizabethtown College

Clair A. Trout
Seven Valleys, Penna.
School Administrator

Harrisburg Area

William B. Lentz
Millersburg, Penna.
State Senator

James B. Panneraker
Middletown, Penna.
Attorney-at-Law

STANLEY A. MILLER
Harrisburg, Penna.
President, Miller's Auto Supplies, Inc.

ALBERT E. RICHWINE
Harrisburg, Penna.
Bank Executive, Harrisburg National Bank

SAMUEL K. ZARFOSS
Harrisburg, Penna.
Owner, Penn Central Oil Company, Harrisburg, Penna.

ESTATE PLANNING COUNCIL

J. ALDUS RINEHART
Teaneck, New Jersey
Attorney, C.P.A.

K. EZRA BUCHER
Elizabethtown, Penna.
Business Executive

CARL G. HERR
Lancaster, Penna.
Attorney

GALEN V. JONES
York, Penna.
Investment Broker

MERLE E. BLACK, JR.
Elizabethtown, Penna.
Banker

CLIFFORD B. HUFFMAN
Lancaster, Penna.
Insurance Executive

EDGAR T. BITTING
Elizabethtown, Penna.
Professor of Business

ALBERT KOCH
Ardmore, Penna.
C.P.A.

CHURCH DEVELOPMENT COMMITTEE

RUFUS K. ERY
Hershey, Penna.
Educator

DAVID G. FLEMING
Milton, Penna.
Superintendent, Stone Quarry

LEROY CLEMENS
Lansdale, Penna.
Retired

CLYDE G. HOLLINGER
Manheim, Penna.
Branch Manager, Fulton National Bank

ZANE O. KISER
Marion, Penna.
Representative of Cumberland Valley Insurance Agency, Inc.

ELLIS E. REBER
York, Penna.
Beltone Corporation

GUY R. SAYLOR
Columbia, Penna.
College Teacher

MISS L. ANNA SCHWENK
Carlisle, Penna.
Churchwoman and Retired Educator

MRS. OSCAR S. WISE
Drexel Hill, Penna.
Churchwoman and Housewife

GALEN S. YOUNG
Chester, Penna.
Osteopathic Surgeon

CALEB H. ZIEGLER
Lebanon, Penna.
Sales Manager, Wengert's Dairy

INDEX

Page
Absences........24,100
Academic Information........21
Academic Program........11
Administration........112
Administrative Staff........119
Admissions........8
Admission to Advanced Standing........10
Alumni Association........108
Alumni Council........121
Art Department........27
Anthropology........92
Associates Board........111
Athletics........95
Attendance........100
Biology Department........29
Business Department........32
Calendar of the College........4
Campus........104
Campus Clubs........94
Campus Life........93
Chemistry Department........40
Church Development Committee........125
College History and Development........106
College Statement of Purpose........7
Concerts and Lectures........98
Conduct of Students........97
Correspondence........128
Courses of Study........26
Development Advisory Committee........122
Early Admissions Plan........9
Education Core, General........12
Education Department........43
Engineering........17
English Department........48
Estate Planning Council........125
Ethnic Understanding Fund........103
Expense Information........100
Expenses, 1968–69........99

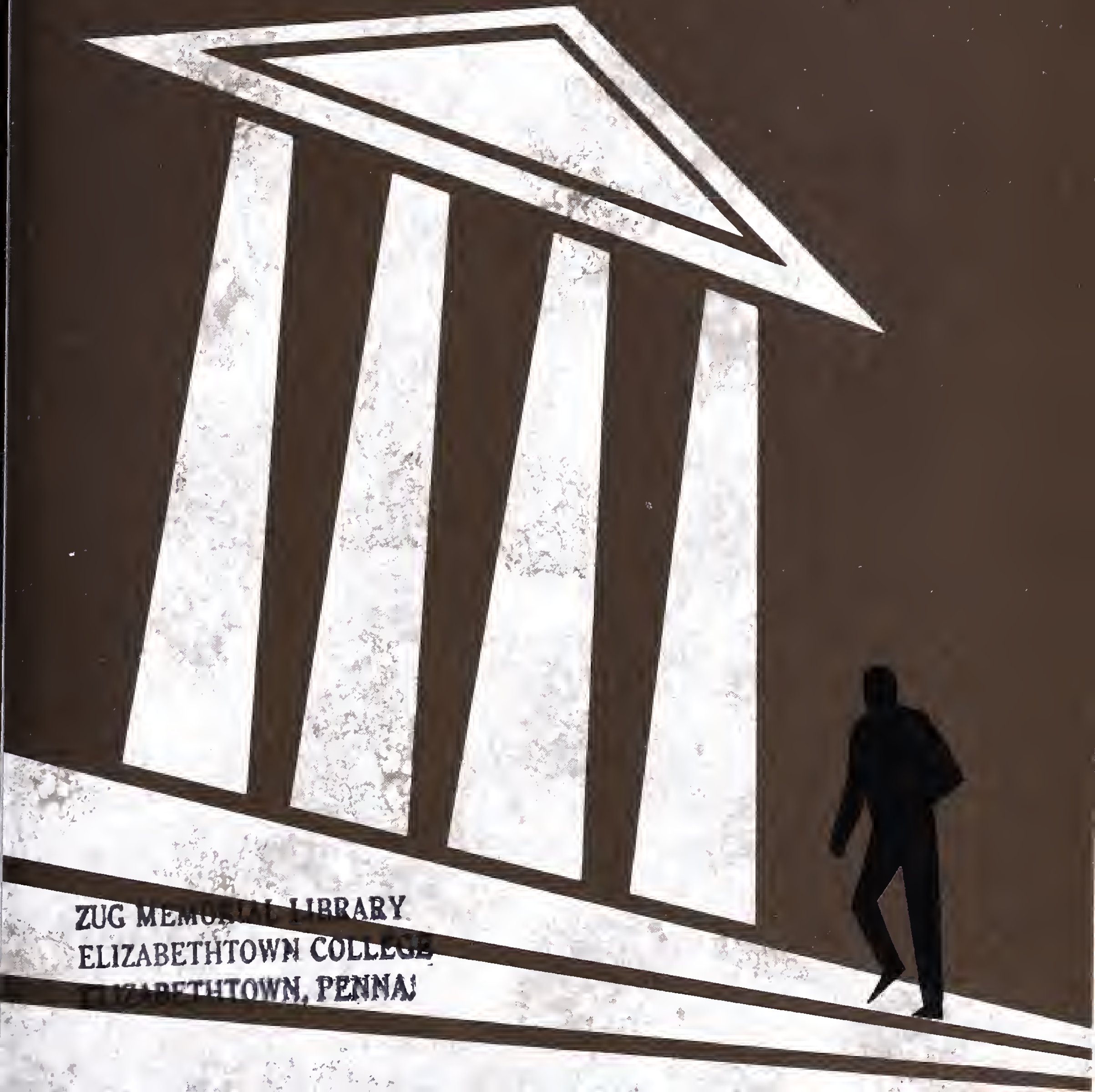
Page
Faculty . . . 113
Financial Aid . . . 101
Forestry . . . 17
Grants . . . 101
Healing Arts . . . 18
Health Services . . . 95
History Department . . . 53
Honors Award . . . 103
Languages Department . . . 57
Life Insurance Program . . . 98
Loans . . . 102
Location of College . . . 107
Mathematics Department . . . 63
Medical Technology . . . 19
Music Department . . . 66
Parents Association . . . 109
Personnel Services . . . 96
Physical Education and Health Department . . . 75
Physics Department . . . 78
Placement Services . . . 108
Political Science Department . . . 72
Pre-Legal . . . 19
Pre-Ministerial . . . 20
Professional and Pre-Professional Curricula . . . 17
Psychology Department . . . 81
Publications and Communications . . . 98
Recreation and Athletics . . . 95
Religion and Philosophy Department . . . 85
Regional Development Committee . . . 124
Scholarships . . . 101
Social Work . . . 20
Sociology Department . . . 89
Special Programs . . . 13
Student Government . . . 93
Student and Public Enterprises . . . 98
Summer Study . . . 16
Teaching . . . 19
Trustees Board . . . 110
Withdrawals . . . 25,100
Women's Auxiliary . . . 109

Correspondence

All correspondence should be addressed to Elizabethtown College, Elizabethtown, Pennsylvania 17022. Correspondence dealing with a particular matter should be directed as indicated below.

Academic Matters	Dean of the Faculty Alpha Hall
Admission of Students	Director of Admissions Alpha Hall
Alumni Activities	Director of Alumni Relations Alpha Hall
Business Matters	Treasurer Alpha Hall
Financial Assistance	Director of Financial Aid Alpha Hall
General Information	Director of Public Relations Alpha Hall
Gifts or Bequests	Director of Development Alpha Hall
Housing of Students	Dean of Men Alpha Hall or Dean of Women Alpha Hall
Intercollegiate Athletics	Director of Athletics Baugher Student Center
Summer Session	Director of Summer Session Alpha Hall

ELIZABETHTOWN COLLEGE BULLETIN 1969-1971



ZUG MEMORIAL LIBRARY
ELIZABETHTOWN COLLEGE
ELIZABETHTOWN, PENNA.

Elizabethtown College Bulletin

Elizabethtown College
Elizabethtown, Pennsylvania

Sixty-eighth Catalog Number

Vol. LV *June, 1969* *No. 4*

Published quarterly by Elizabethtown College. Second-class postage paid at Elizabethtown, Pennsylvania 17022

Calendar

1969-1970

FALL SEMESTER, 1969

September	20	Saturday	Registration (freshmen)
September	22	Monday	Registration (upper classmen and transfers)
September	22	Monday	Evening classes begin
September	23	Tuesday	Classes begin, 8:00 A.M.
November	11	Tuesday	Mid-Semester ends, 5:00 P.M.
November	26	Wednesday	Thanksgiving Recess begins, 5:00 P.M.
December	1	Monday	Classes resume, 8:00 A.M.
December	19	Friday	Christmas Recess begins, 5:00 P.M.
January	5	Monday	Classes resume, 8:00 A.M.
January	19	Monday	Final Examinations begin
February	1	Sunday	Mid-year Commencement

SPRING SEMESTER, 1970

February	2	Monday	Registration
February	3	Tuesday	Classes begin, 8:00 A.M.
March	17	Tuesday	Mid-Semester ends, 5:00 P.M.
March	20	Friday	Spring Recess begins, 5:00 P.M.
March	31	Tuesday	Classes resume, 8:00 A.M.
May	18	Monday	Final Examinations begin
May	31	Sunday	Commencement

SUMMER SESSION, 1970

Term I	June 15-July 17
Term II	July 20-August 21

Calendar

1970-1971

FALL SEMESTER, 1970

September	19	Saturday	Registration (freshman)
September	21	Monday	Registration (upper classmen and transfers)
September	22	Tuesday	Classes begin, 8:00 A.M.
November	10	Tuesday	Mid-Semester ends, 5:00 P.M.
November	25	Wednesday	Thanksgiving Recess begins, 5:00 P.M.
November	30	Monday	Classes resume, 8:00 A.M.
December	18	Friday	Christmas Recess begins, 5:00 P.M.
January	4	Monday	Classes resume, 8:00 A.M.
January	18	Monday	Final Examinations begin
January	30	Sunday	Mid-year Commencement

SPRING SEMESTER, 1971

February	1	Monday	Registration
February	2	Tuesday	Classes begin, 8:00 A.M.
March	23	Tuesday	Mid-Semester ends, 5:00 P.M.
April	2	Friday	Spring Recess begins, 5:00 P.M.
April	13	Tuesday	Classes resume, 8:00 A.M.
May	17	Monday	Final Examinations begin
May	30	Sunday	Commencement

SUMMER SESSION, 1971

Term I	June 14-July 16
Term II	July 19-August 20

Statement of Purpose

The purpose of Elizabethtown College is personal. Its program is intended to free the student of his limitations of experience and ignorance, and to broaden the span of his interests. It seeks to develop in him critical and constructive habits of thought, a desire and capacity to know, clear and coherent means of self-expression, and an understanding of the world about him, natural, social and cultural.

To be personal is to have a sense of values. The College accepts and promotes among the members of its academic community the values, attitudes, and motives which are historically associated with the Christian faith. It recognizes each person as a moral being for whom life has meaning and destiny. It believes that without a sense of moral responsibility, the educated person can serve inhuman and degrading purposes as easily as he can serve human and redemptive purposes.

In order to achieve these ends Elizabethtown College expects each member of the academic community to face the basic issues of his personhood, to be involved in a creative relationship with others in an academic community, and to pursue excellence in an atmosphere of responsible freedom. Within this context of general personal development Elizabethtown College expects each student to acquire the skills and knowledge of a specialization.

The College is private, its student body coeducational, its academic program undergraduate. Its facilities are open, without discrimination, to all students who seek an education of the quality and kind which will prepare them for service in a free and democratic society. It seeks to offer this preparation in a setting of opportunity which will be exciting and challenging, exacting and rewarding.

In keeping with its basic commitments Elizabethtown College will pursue certain specific objectives:

- *(a) It is a liberal arts college, offering educational opportunity across a broad range of academic fields and promoting the values associated with liberal studies.*
- *(b) It is a religiously-oriented college, developing a sense of moral responsibility among men and women whose education might otherwise be morally ambiguous.*
- *(c) It is a relatively small college, maintaining a degree of coherence and unity not possible in a university type of organization.*
- *(d) It preserves individual identity and personal dignity among its students, avoiding the jeopardy to these values which may arise in massive educational institutions.*
- *(e) It serves a broad range of qualified students, many of whom will be of average and above average ability, some of whom will be of outstanding ability.*

The Admission Process

Elizabethtown College welcomes serious students who intend to apply themselves to the educational process. Students are admitted without reference to race, color, creed or national origin. Students may be admitted under four different plans.

A. REGULAR ADMISSIONS PLAN

Young men and women who are high school graduates will be welcomed for admission to Elizabethtown College. Their records should indicate good character, serious scholarship, and satisfactory health in order that they might do acceptable college work.

Guiding principles used as applications are evaluated suggest:

1. That the student be a graduate of a senior high school accredited by the regional accrediting agency or by the Department of Education of the state in which he lives.
2. That he be recommended by his high school principal and/or guidance counselor both in regard to academic ability and character qualifications.
3. That he complete a College Preparatory course. If a student has not completed such a course but is deemed, through test scores or other means of evaluating his potential, qualified for entrance, he may be admitted.
4. That he take the Scholastic Aptitude Test as prescribed.
5. That he appear for an on-campus interview.
6. That he provide a physician's statement on a form provided by the College.

ADVANCED PLACEMENT PROGRAM (CEEB)

Elizabethtown College participates in the Advanced Placement Program of the College Entrance Examination Board. With the approval of the department concerned and the Dean of the Faculty, advanced placement and credit are granted to students who perform satisfactorily in college-level courses and on the Advanced Placement Examination.

B. EARLY ADMISSIONS PLAN

In a sincere effort to provide an opportunity for academic acceleration by superior students, Elizabethtown College has initiated a program under which carefully selected students may begin their higher education immediately after completing the junior year in high school.

Students enrolled under this program become full-fledged freshmen at the College and, upon successful completion of the freshman year, are granted a high school diploma in addition to the college credits earned. This program has the full cooperation and support of the Pennsylvania Department of Public Instruction.

All degree programs at the College are available to these selected students, who are expected to exhibit the mental and emotional maturity necessary to adjust to the general program of the College. Following enrollment, students receive close academic guidance by selected faculty members.

All applicants for the accelerated admission program are carefully screened on a highly individualized basis. Particular attention is given to the following personality factors: mental ability, scholastic achievement, social and physical maturity, and personal motivation.

To be accepted, students must have completed the eleventh year in an accredited high school program and rank in the upper percentiles of their high school class.

Scholastic Aptitude Test scores and other test results are given weighty consideration.

The opinions and predictions of the student's high school principal and guidance counselor are of prime importance, as are those of the College's department head in the particular discipline elected by the applicant.

The written approval of the student's parents, high school principal, and guidance counselor is mandatory before the student can be accepted. Others participating in the selection process are the Dean of the Faculty of Elizabethtown College, the College's Director of Admissions, and the Director of Testing at the College.

In addition to the indicated statistical data, the selection process includes a conference with the student by College officers in the presence of the parents, principal and guidance counselor.

Any student interested in applying for this accelerated program should first discuss the matter thoroughly with the high school guidance counselor and then write to the Director of Admissions at Elizabethtown College for an application form.

C. COLLEGE ADMISSION PLAN

Elizabethtown College welcomes students who have been enrolled in other colleges and who find enrolling at Elizabethtown to be of value to their educational objectives. Graduates from degree granting, two-year colleges accredited by one of the six regional accrediting agencies will receive full Junior standing and will be required to earn a minimum of 64 semester hours upon admission to the College.

Students who do not have a degree may transfer a maximum of 64 hours of credit from an accredited two-year college.

College credits not transferred as a part of a degree program and obtained with a grade of C or P or better from other accredited institutions and acceptable toward a degree at Elizabethtown College, may be transferred upon the approval of the Registrar. In any doubtful situations, the Registrar will consult with the Department Chairman and/or the Dean. Grades are not transferable.

In addition to the six principles listed under the Regular Admission Plan, the student will need to present an official transcript indicating work completed at, and honorable dismissal from any and all colleges attended. The College will request a recommendation from the personnel deans of the college last attended. Students from non-accredited institutions should see the special admissions plan listed below.

D. SPECIAL ADMISSIONS PLAN

1. Transfer students from non-accredited colleges:

   Students may wish to enroll at Elizabethtown who have attended a non-accredited institution. In those cases in which the record is above average, the College may allow a student to validate this non-accredited work by passing more advanced courses at Elizabethtown. Such a student may also validate credit by passing the College Level Examination Program Tests upon the approval of the department concerned and the Dean of the Faculty.

2. Continuing Education for mature adults:

   Many adults have continued a broad reading program as well as having had other valid learning experiences. Credit for that which they have learned in these less formal ways is available through testing. Elizabethtown College accepts up to two years of college credit from the College Level Examination Program Tests upon the approval of the Department concerned and the Dean of the Faculty.

   In some instances, mature adults are able to benefit from a college experience but lack the formal education to enter college under one of the three plans listed above. In those cases in which successful work or other experience indicates such strength, a student may be admitted as a special student on a trial basis.

   In all special admissions cases, as many of the principles listed under the Regular Admissions plan as possible will be allowed.

The Academic Program

A student attending Elizabethtown College will find that the academic program is structured to help each person attain a broad general understanding as well as a depth of knowledge in a chosen field. The broad general understanding is achieved through the General Education core program, which is common to all students wishing to achieve a particular degree. Depth in a chosen field is achieved through the major or area of concentration elected by each student.

The curriculum of the typical student will include (1) the General Education core, which is common to all students enrolled in a particular degree program, (2) a departmental major as specified by the department in which the major is elected by the student, and (3) elective courses. Some students may elect professional courses. A student majoring in elementary education will need to elect a 24-hour area of concentration in an academic department. A student who wishes to teach at the secondary level will need to elect the 22 hours of professional education leading to certification as a teacher.

In addition each student may wish to consider enriching his program by electing such special opportunities as the Area Studies programs. This program may be achieved in addition to, and at the same time as, a major by selecting courses that will apply both to the General Education core and to the Area Studies program. A junior year abroad educational experience in Germany, France, Latin America, or Ghana may be planned to apply directly toward graduation.

Each student should plan carefully the total college experience in order to achieve the greatest possible good from the many opportunities before him.

THE GENERAL EDUCATION CORE

Care has been taken to allow for considerable choice within general education. The student should select with understanding to strengthen his total college experience. A student might be wise to consider choosing an "integrating idea" to pursue and select a program of courses focusing upon that idea. For example, a student might elect to complete an Area Studies program and fulfill the general education requirements simultaneously. See the information under Area Studies to structure this type of program.

Special General Education programs or deviations from the established program must be approved by the Academic Standards Committee.

Course	B.A. hours	B.S. hours	
English and Literature	6	6	Each student should achieve minimum English competency before taking English 105.
Modern Language	6		Each student for the B.A. must achieve competency equal to Language 202. For a student with two years of high school language this will normally mean second year college language or six hours. Those without language will need to enroll in first year language without credit.
Fine Arts	3	3	May be fulfilled by any Art course, or the following Music courses: MU 101, 111, 112, 212, 217, 315, 415, 417 and credit in applied music and ensemble.
Religion and Philosophy	6	6	Select two from the following courses: Rel 105, 115, 125, 205, 215, Ph 205, 207.
History	6	6	Select Hi 105 and one other history course.
Social Science	9	9	Select three courses from among Economics, Political Science, Psychology or Sociology.
Mathematics or Logic	3	6	
Natural Science	8	8	Select from Biology, Chemistry, Earth Science or Physics, two courses in one science or one course in Physics and one in Earth Science.
Physical Education	4	4	
Electives	12	12	Selected courses to strengthen the overall general education program according to the student's individual need.

ACADEMIC INFORMATION

The College admits as regular students those who desire a Bachelor of Arts or Bachelor of Science degree program. A limited number of special students may also be enrolled.

The Student's Program

Each student must accept a major part of the responsibility to be familiar with the catalog materials and in consultation with his academic adviser he should carefully prepare his program.

The entering freshman is admitted into the College. The work of the first two years is selected to a large extent to ensure a foundation in general education and enable the student to select a major wisely.

In most curricula a wide range of electives is offered in the junior and senior years. The student will take the prescribed courses outlined for each consecutive year. The College is not responsible to arrange the scheduling of courses out of sequence. To change from one curriculum to another, the student must consult the counseling service.

Since the completion of 128 semester hours of work is required for a degree, a student's program must include an average of 16 semester hours for each of eight semesters to graduate in four years. Many students, however, wisely elect to take a lighter academic load in order to do better work. In these cases most students choose to attend a summer session or a part of a fifth year. A student with average grades may carry up to 18 semester hours of work in any given semester except summer session, when the maximum is 12 semester hours.

A student who has achieved a cumulative quality point-credit ratio of 3.00 or above may carry up to 20 semester hours credit in a semester and may complete his work in a minimum of three years and 20 weeks. The maximum number of semester hours any student may carry in a given semester is 20. For each semester hour above 18 for which a student is enrolled in a given semester, an additional fee is charged.

Any student taking ten hours or more of credit per semester at Elizabethtown College is considered a full-time student and will pay full tuition and fees. Any student taking nine hours or less per semester will pay the regular semester hour rate, plus essential fees. He will receive a library card entitling him to full use of the library facilities. In a summer session a full-time student is one carrying a minimum of eight semester hours. Tuition and fees are paid according to the schedule in the summer session brochure.

The student's class standing is determined on the basis of the number of credits he has earned. After earning 30 credits, he is considered a sophomore; with 60 credits he is a junior; with 90 credits he is a senior.

Registration

Students are required to register for classes on those days designated on the college calendar. Students registering later than the days specified will be charged a late registration fee of ten dollars. A student may register as either a "regular" or "special" student and as full-time or part-time in either category. Only a regular student is a degree candidate. A regular student is a degree candidate in an approved program. A special student is not a degree candidate.

Change of registration

Change of registration, when necessary, must be approved by the student's academic adviser. Courses may be added within the first two weeks of a semester and may be dropped without academic penalty during the first six weeks. Withdrawal from a class must be approved by the academic adviser and completed through the Registrar's Office.

Credits, Grades, and Quality Points

Credit is indicated in terms of the semester hour. Each semester hour unit signifies work completed in one 50-minute recitation or two or more 50-minute lab periods per week for a semester of 16 to 18 weeks or in an equivalent amount of time in summer sessions.

Grades are reported for work as follows: A, excellent; B, good; C, satisfactory; D, poor; F, failing; W, withdrawal, with the grades earned at the time of withdrawal from class (All class withdrawals must be approved by the adviser. Withdrawal without approval effects automatically a grade of F); I, work incomplete. If a grade of I is not removed within one semester after the close of a course, the grade recorded on the permanent record automatically becomes an F.

Quality points are given for credits as follows: for a grade of A, 4 per semester hour; B, 3 per semester hour; C, 2 per semester hour; D, 1 per semester hour; F, no quality points.

1. A student is allowed to take one course per semester on a pass/no pass option, and a maximum of eight courses may be taken on this basis to be applied toward a degree. (Courses which are graded H-P-NP for all enrolled students do not count in the eight maximum.) A grade of H (Honors), P (Pass), or NP (No Pass) will be recorded. These credits count toward graduation but the grades are not calculated into the student's cumulative average.

2. Credits earned at another institution while under the jurisdiction of Elizabethtown College, and as part of a program approved by Elizabethtown Col-

lege, are considered on-campus credits. The credits, grades, and quality points are calculated into the student's average.

3. The student's rank in class at graduation is based on the credits, grades and quality points earned at Elizabethtown College.

4. Ordinarily a student may not repeat a course in which he has earned a grade of D. However, on the request of the student's adviser, and the approval of the department chairman, and the Dean of the Faculty, a student may repeat a course in his major department, or a course required by the major.

Graduation requirements

To be graduated from Elizabethtown College, the student must obtain 128 semester hours credit, or in the case of engineering, medical technology, and other special programs the number indicated in the course outline, and all of the specific courses indicated, together with the requirements for his major field. No more than ten semester hours credit in workshop courses is applicable towards a degree; a workshop in any area will be counted no more than twice.

Requirements will be governed by the catalog dated four years prior to a student's graduation, or by the catalog in effect at the time of graduation, if the student so chooses.

In order for the student to meet graduation requirements, he must earn a minimum of thirty semester hours credit in classes on the Elizabethtown College campus. These thirty credits must be from the last sixty credits, with a minimum of 15 of these credits in the major department, as outlined.

Elizabethtown College will graduate only those students who have met the moral and financial obligations incurred while they have been in pursuit of their college courses. The completion of the required number of semester hours does not in itself constitute eligibility for graduation.

Degrees will not be granted in absentia without special permission by the Administrative Committee.

It is the responsibility of the candidate for a degree in February, May, or August to make formal application for the degree in writing by November 1, February 15, and March 15 respectively to the Dean of the Faculty.

In order to be eligible for graduation, students must have a credit quality point ratio of at least 2.00. Students transferring from other colleges must have a ratio of at least 2.00 in courses pursued in residence at Elizabethtown College.

Dean's List and Graduation with Honors

A student having earned an average grade of B+, a quality point-credit ratio of 3.50 or above, is regarded by the College as having performed with distinction.

Students earning a 3.50 or better quality point ratio in any given semester are placed on the Dean's List of Honor Students.

At the time of his graduation, a student who has achieved a cumulative quality point-credit ratio of 3.50 will be graduated with cum laude distinction; with a ratio of 3.75 his honor will be magna cum laude; with a ratio of 3.90, he will receive summa cum laude distinction.

A transfer student will receive honors if he has earned a minimum 60 semester hours credit at Elizabethtown College, if he is recommended for honors by the major department, and if his average meets the requirements above.

Independent Study

Any student who has established himself well in a major field is encouraged to do an independent study under faculty sponsorship. The student, in cooperation with the sponsoring faculty member, must first define the nature of the study.

This projected study must then have the approval of the Department Chairman and the Dean of the Faculty before the program is begun. Normally, a student doing independent study should have a 3.0 average.

Academic Probation

The academic success of a student is measured in terms of grades and quality points. Although a grade of D is passing, a grade of C is considered the lowest satisfactory grade. When a student falls below a cumulative quality point-credit ratio of 2.00, which represents an average grade of C, he is in academic difficulty and will therefore be permitted to carry a maximum of 15 semester hours in a given semester. Academic probation means that a student is in danger of being dismissed from the College for academic reasons.

If, after the student has completed between one and 15 semester hours in college, he has a cumulative quality point-credit ratio below 1.50, or after completing from 16 to 30 semester hours below 1.80, or after completing 31 to 45 semester hours below 1.90, or after completing 46 to 60 semester hours below 1.95, or after completing 61 or more hours below 2.00, he is placed on academic probation and will be limited to a maximum enrollment of 13 semester hours. A student on academic probation may be requested to withdraw from the College any time the administration so decides after a consideration of his overall situation.

In order to participate in extracurricular activities a student must be academically eligible at the beginning of the extracurricular activity. A student will not lose eligibility for academic reasons until the activity is completed.

Absences

It is the responsibility of each student to attend classes regularly and punctually. Absences caused by ill health, death in the immediate family, participation in

intercollegiate events, field trips, and other College assigned and approved activities are cleared through the Office of the Dean of the Faculty. A student desiring make-up privileges for an absence must present legitimate reason to the professor and/or the Dean of the Faculty.

At the beginning of each course, the professor indicates his absence policies to the students in his classes. Excessive absence and tardiness are handled administratively. A student who may have been dismissed from a course for excessive absences may be reinstated by permission of the Dean of the Faculty.

The College attitude toward class absence is that the academically superior student should be allowed some flexibility in class attendance, and the academically inferior student should be under more rigid class attendance demands.

Absences immediately preceding and immediately following cataloged vacations will be counted double.

A student who is absent when an examination is given must secure permission from the Dean of the Faculty in order to take the examination. For a make-up examination which he is permitted to take, he will be charged $2.00 per semester hour except in the case of final examinations for which he will be charged $3.00 per semester hour.

Auditing Courses

A full-time student may elect to audit any course. No fee will be charged if the audit is part of his full-time load. A fee will be charged if the audited course is in addition to the normal semester load.

The requirements for the audit will be determined by the instructor in consultation with the student.

No student is allowed to change a course to an audit after the initial drop period. The enrollment of an audit may not preempt a regularly enrolled student where class enrollment is limited. All such courses will be entered on the student's transcript as an audit.

Scholar's Privilege

Any student who appeared on the Dean's Honor List during the preceding semester, may, with the permission of the instructor, attend any class in the College as a scholar's privilege.

Departmental Student Privilege

Any junior or senior student may, with the permission of the instructor, attend any class within his major department.

Withdrawal from College

Withdrawal from College is initiated through the office of the Dean of Students. For purposes of billing and responsibility for class attendance, the date of notification of the Dean of Students is the student's official date of withdrawal. Withdrawal without notification calls for no refund in tuition. Failure to comply with this policy may result in loss of the privilege of readmission to the College, and forfeiture of the right to a clear transcript of credits and honorable dismissal.

PRIZES

Outstanding achievement in a number of areas of study is recognized each year by the awarding of prizes by individuals, organizations, and corporations. These prizes include the following: Royer Bible Prize, Weaver Biology Prize, Butterbaugh Chemistry Prize, J. W. Kettering Accounting Prize, Raffensperger Journalism Prize, Dr. John R. Gregg Memorial Award, Pennsylvania Institute of Certified Public Accounting Award, and the Wall Street Journal Award.

Convocations

The Convocation Program is an integral part of the General Education of each student. The College brings to the campus speakers, artists and companies to discuss the issues of the day and present many types of artistic programs. Fifteen to 18 programs are available to each student each semester. Each student is required to attend ten approved convocation programs a semester for six semesters of his college career.

SPECIAL PROGRAMS

AREA STUDIES

Elizabethtown College has special area studies programs to emphasize intercultural education. Area studies may be used as an integrating concept by interested students in structuring the General Education Program. The goal of the area studies program is to help the student to understand a world characterized by many cultures and changes.

African Area Studies

African Area Studies is offered at Elizabethtown College in cooperation with Lincoln University. Participation in the program for study at the University of Ghana is encouraged. Basic courses are Hi 327, An 307, PS 317-18, PS 404 and special seminars offered as special problems courses in History, Anthropology, Political Science, and Economics. Language competency is required in French for a certificate.

CONTINUING EDUCATION

Elizabethtown College strives seriously to serve the surrounding community by providing various types of learning experiences both in degree and non-degree programs.

Business Administration Degree Program

This program allows the mature student many opportunities to test that which he has already learned and to learn in a planned way in relation to the position that he holds. The College Level Examination Program, described under Admissions, may be used to determine the level of learning that has been achieved. A program of classes and independent study begins at the point at which the CLEP places the student and moves rapidly through planned learning experiences. Further information is available through the Admissions Office of the College, or from Professor A. F. Kish, Director of the Industrial Relations Institute.

Industrial Relations Institute

The Industrial Relations Institute offers non-credit certificate Supervisors' Seminar, the Executive Game for middle management, and In-plant Training Programs for supervisors and middle management. Interested persons should write Professor A. F. Kish, Director of the Industrial Relations Institute.

Interim Certification Program

The Commonwealth of Pennsylvania provides for persons who are college graduates the opportunity to work toward teacher certification while holding a teaching position. It is required that the prospective teacher, the employing school district, and the sponsoring college cooperate in this program. Persons wishing information should write the Admissions Office or Professor Elmer B. Hoover.

Part-time Campus Courses

Teachers-in-service and others who can qualify for entrance into college may enroll for courses for which there may be a sufficient demand to justify the organization of a class.

Evening classes are organized for persons who find it possible to carry on further preparation during their spare time.

A program of continuing education is provided for those who wish to take courses for their practical or cultural value. Courses in any of the areas listed in this catalog will be offered upon demand.

Anyone interested in any of the above plans should write to the Dean of the Faculty.

Summer Study

The regular offerings of the Summer Session are available to special as well as regular students. Elizabethtown College conducts a summer session of five-week terms. In each term a full time student normally enrolls for two three-semester-hour courses. It is thus possible for a student to earn twelve semester hours of credit toward a degree by attending both terms. In three full summers a student may complete the equivalent of a year's work.

Students interested in course offerings should contact the Director of Summer Session, Elizabethtown College, Elizabethtown, Pennsylvania.

University Center at Harrisburg

In cooperation with the Pennsylvania State University, Temple University, the University of Pennsylvania, and Lebanon Valley College, Elizabethtown College offers accredited college level courses through the University Center at Harrisburg. Late afternoon, evening, and Saturday classes are available. Students interested in course offerings should contact the Center Office, 2991 North Front Street, Harrisburg, Pennsylvania. Telephone: 238-9694.

OFF CAMPUS STUDY

Cooperative Program of Undergraduate Study in Germany and France

The six colleges associated with the Church of the Brethren are cooperating in a junior year of study in Germany and in France. Students may study at Philipps-Universitat, Marburg/Lahn, West Germany and at the University of Strasbourg, Strasbourg, France. A wide selection of courses is offered in the social sciences and the humanities. Students are given intensive language instruction prior to the opening of the university semesters.

To qualify for this program, students must have completed the equivalent of the second year of either German or French in college, and have an overall academic record of B or within that range. Other qualifications include seriousness of purpose, good character, demonstrated potential for social adjustment, and a basic understanding of the United States and the host country. A faculty advisor from one of the cooperating colleges is in residence in Europe during the year.

The program accommodates about twenty students at Marburg and about the same number at Strasbourg. Elizabethtown College has a quota of about three or four for each university. The interested student should confer with the Dean of Faculty and work closely with his major adviser.

Study opportunities may also be arranged in other language areas. Students interested in an experience in intercultural living will find these to be exciting opportunites.

Applications and information may be obtained from the faculty adviser, Dr. Elizabeth Garber, or Dean of the Faculty.

University of Ghana

Elizabethtown College has a program of study abroad at the University of Ghana. This program involves students in one semester of university education in the African urban area of Accra. The English language is used at the University.

Internship

Elizabethtown College has intern programs in education, accounting, political science, and social problems. These programs involve the student directly in teaching in the public schools, business, state government in Harrisburg, and various social agencies. The learning experiences are structured, supervised, and evaluated by the College.

Merrill-Palmer Institute

The Merrill-Palmer Institute of Human Development located in Detroit, Michigan, has approved Elizabethtown College as a cooperating institution in its undergraduate program in the behavioral sciences.

The Merrill-Palmer Institute, founded in 1920, is a non-degree granting institution of higher education. Its program includes teaching, research, and community services. The coeducational body is composed of both graduates and under-graduates from colleges and universities throughout the United States and abroad.

In addition to pursuing advanced theory courses, the Merrill-Palmer undergraduate aids in conducting research and has the opportunity to meet and work with some of the outstanding individuals in the field of behavioral sciences.

To be eligible, the student must be entering either the second semester of his junior year or the first semester of his senior year.

At the Institute, he will register for 15-17 semester hours, which will be accepted for credit when he returns to Elizabethtown the following semester.

Although the program is intended primarily for students in the behavioral sciences, other students having an interest will be considered. Further information may be obtained from the Chairman, Department of Psychology.

Teachers for West Africa Program

Elizabethtown College, under a grant from the Hershey Foods Corporation, selects a limited number of applicants for teaching posts in the secondary schools of Ghana and Western Nigeria. This grant is a concrete expression of interest in bettering relations between the people of Africa and the United States through a vital cooperation at the secondary school education level.

Elizabethtown College selects teachers with strong teaching fields in chemistry, physics, biology, mathematics, English, French, industrial arts, and business administration. They are recruited from the seniors and alumni of colleges and universities of high academic standing. The teacher enters into a contract with the employing African government, political subdivision, Ministry of Education, or individual school. The Program makes it possible for the teacher to be placed on the field for this employment by providing the transportation and travel costs for the teacher employed.

Further information can be obtained by contacting the Director, Dr. James M. Berkebile, Elizabethtown College.

PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

Business

The Department of Business offers programs in Business Administration and Accounting.

The purpose of the curricula in Business is to provide students with basic methods of analysis and intellectual understanding so that they can clearly express a problem, formulate a plan of solution, and then verify the result to the end that society will benefit. Therefore, stress is placed on the fundamental methodology of accounting, economics, finance, mathematics, and human relations. All students of business who receive a basic core of professional courses in business administration should be able to succeed in their chosen field. No student, however, is permitted to devote himself exclusively to business subjects, but must become acquainted with the cultural, scientific, and humanitarian aspects of the world. Hence a balanced course is planned. Interested students should counsel with the Department of Business.

Engineering—B.A. and B.S. Degrees

In cooperating with the Pennsylvania State University, Elizabethtown College offers a curriculum leading to an engineering degree.

Upon successful completion of the five-year program, the student will receive a Bachelor of Arts degree from Elizabethtown College and a Bachelor of Science degree from The Pennsylvania State University.

Curricula which Elizabethtown students will be qualified to enter at The Pennsylvania State University include aeronautical, civil, electrical, industrial, mechanical, and sanitary engineering. In order to be eligible for admission into The Pennsylvania State University, the student must be recommended by Elizabethtown College.

The fourth and fifth years must be satisfactorily completed in the field of engineering at The Pennsylvania State University.

Students interested in this curriculum should counsel with Professor Hubert Custer of the Department of Physics.

Forestry

Elizabethtown College offers a cooperative five-year program with Duke University which leads to a B.S. or B.A. degree from Elizabethtown and an M.S. or M.F. in Forestry from Duke University. This interdisciplinary program involves 18 or 19 hours in biology, political science, or business, and 12 hours in the remaining two areas. Students interested in this program should counsel with the Dean of the Faculty and the appropriate departmental academic adviser.

The Healing Arts

Pre-Dental, Pre-Medical and Pre-Osteopathy

Most individuals wishing to enter one of these healing arts will find it desirable to major in biology, chemistry, or psychology. Students not majoring in one of the sciences should plan a strong background of electives in science as a very important part of the pre-professional program. The program should be structured in consultation with the major department.

Pre-Nursing

The College offers two years of study which will enable the student to transfer directly into a Baccalaureate nursing program. Students successfully completing this prescribed course at Elizabethtown will be accepted for admission to the Crozer College of Nursing at Chester, Pennsylvania, which is accredited by the Middle States Association of Colleges and Secondary Schools, or other institutions with similar programs. Persons interested in this program should consult with Dr. Rollin Pepper of the Department of Biology.

Medical Technology

Students preparing for this vocation need to complete a minimum of 100 semester hours in college and pursue a 12 to 18-month period of study in an approved hospital.

A student who completes the three-year curriculum outlined for the field of medical technology will be granted a B.S. degree upon the completion of the training program as outlined by an approved hospital and upon meeting the certifying requirements of the Board of Registry of Medical Technologists. Elizabethtown is affiliated with York Hospital, St. Joseph's Hospital of Lancaster, Lancaster General Hospital and Harrisburg Hospital.

The curriculum preparing students for medical technology in coöperation with accredited hospitals has been approved by the Board of Registry of Medical Technologists, American Society of Clinical Pathologists. The following courses are required in the Medical Technology program. Biology: 103, 205, 256, and four additional credits in Biology; Chemistry 101, 102, 201, 202, 305 and 322; Physics eight credits including Phys 112; Mathematics equivalent to 101.

The fourth year is to be completed in an accredited school of training in medical technology. Upon the completion of such a course and the successful passing of the registry examination for medical technologists, the Bachelor of Science degree will be conferred by Elizabethtown College.

Students in this program should counsel with Professor Zoe G. Proctor, of the Department of Chemistry.

Pre-legal

On March 15, 1928, the Supreme Court of Pennsylvania approved the recommendation of the State Board of Law Examiners to place Elizabethtown College upon the list of colleges, degrees from which are accepted for registration in lieu of preliminary examinations.

The College recommends that the student who plans to enter the legal profession should follow a course leading to one of several majors. Among these might be Business and Economics, History, Political Science, or Philosophy. This will make possible the election of courses in many areas.

Persons wishing to enter law school should become familiar with the admissions requirements of the schools in which study is projected and plan a course of undergraduate study accordingly.

Pre-Ministerial

Those who are preparing for the ministry should investigate the entrance requirements of the seminary in which they plan to secure their professional training. Majors in many different areas will prepare a student for admission to most theological schools. Such are the demands on the present-day clergyman that there are few subjects in the curriculum that would not contribute to his efficiency, and he should seek as broad a background as possible. Students interested in the professional ministry may wish to discuss that concern with the College Minister. Once the decision is made, the student should seek the aid of the departmental guidance adviser in the chosen major department.

DEPARTMENTAL COURSES OF STUDY

Each student should select a department in which to study in depth. It is not necessary in most cases for a new college student to make this decision immediately, but careful consideration is important. Those who have serious questions about their major should elect a broad selection of required General Education courses in the freshman year. This will enhance the understanding of various opportunities for majors and allow time for the decision to be made.

The following is an explanation of catalog course descriptions:

Bio 103 INTRODUCTION TO BIOLOGY 4-0-4
Bio 104 GENERAL BIOLOGY 3-2-4 Prereq. Bio 103

Bio 103 is the course number and designation and indicates a Freshman level course.

The number of the course reflects the level of instruction rather than the year taken.

INTRODUCTION TO BIOLOGY is the course title.

In 4-0-4, the first numeral (4) signifies the number of 50-minute periods of formal class or recitation meetings a week. The second numeral (0) is the number of 50-minute class periods devoted to laboratory per week. The third numeral (4) signifies the total semester hours credit for the course. In many cases programs and methods of teaching vary from semester to semester.

Credits are expressed in semester hours.

The last column (Prereq. Bio 103) lists the conditions by which course may be taken.

Prereq.—prerequisite, the given course or courses must have been earned prior to registration for the course listed; e.g. credit in Bio 103 must have been secured before registration for Bio 104.

Coreq.—corequisite, here a course may have been completed prior to registration for the course in question or it may be taken simultaneously with that course.

P.O.I.—permission of the instructor. Registration for the course may be made only after securing written permission of the instructor listed to teach the course.

DEPARTMENT OF ART

Associate Professor: Libhart *(Chairman)*
Instructor: Wood

The twofold objective of the Department of Art is to develop the student's potential for creativity through self-expression in art, and to equip him with such knowledge and discrimination as will permit his fuller judgment and enjoyment of traditional and modern fine arts works. Both as a subject of study and as an area of participation, art is regarded in the philosophy of this department as integral to the fullest education of a man. To this end, the courses are designed to stimulate the student's experience with the tools of art, with the intellectual content of art, in the practices of art, and in the evaluation of art.

Area of Concentration for Elementary Education Majors

Courses for elementary education majors who have chosen Art as an Area of Concentration are as follows: Art 105, (211 or 221), (311 or 321), (323 or 324), 351, and 9 hours of electives.

COURSE OF INSTRUCTION

Art 105 DRAWING 0-5-3

Instruction in the studio use of drafting media—charcoal, pencil, pen and ink—and their practical application in rendering, sketching, structural analyses, and design.

Art 211 OIL PAINTING 0-5-3

Instruction in the practices of studio easel painting and manipulation of the oil medium and materials. Emphasis is upon still-life subject matter. No prerequisite.

Art 221 SCULPTURE 0-5-3

Instruction in the techniques of traditional three-dimensional art media in carving, modeling, and assemblage. So far as conditions permit, the student may work in the medium of his choice.

Art 311 ADVANCED OIL PAINTING 0-5-3

Concentrated practice in particular approaches and techniques of oil painting, including both objective and non-objective composition. Completion of at least two major works is required in the semester, and admission is by consent of the instructor or by completing Art 211.

Art 321 ADVANCED SCULPTURE 0-5-3

Instruction for the experienced student in handling techniques of sculpture. Completion of a major work in a three-dimensional medium is required in the semester, and admission is by consent of the instructor or by completion of Art 221.

Art 323 COMPARATIVE WESTERN ART 3-0-3

A selected survey of European and American works of music, painting, sculpture, and literature, emphasizing the common bonds of their aesthetic, generic, and philosophical natures.

Art 324 COMPARATIVE AMERICAN ART 3-0-3

A comprehensive survey concentrating upon developments in American fine arts and literature. Emphasis is upon observable characteristics common to the arts and literature, that derive from social, economic, and political developments in our history.

Art 355 HISTORY AND APPRECIATION OF ART 3-0-3

A systematic study of the chronological development of painting, sculpture, and architecture in the Western epochs since ancient times. Extensive visual materials are employed.

Art 481-490 INDEPENDENT STUDY IN ART (variable credit)

DEPARTMENT OF BIOLOGY

Professor: Pepper *(Chairman)*
Assistant Professors: Heckman, Laughlin, Hoffman
Instructors: Holmes, Swartz

The curriculum of the Department of Biology is designed to acquaint the student with structural, functional and populational aspects of living material. Distribution requirements are arranged to assure this exposure; however, electives are allowed so that the student may pursue his own individual interests. Departmental and collateral course requirements have been selected in order to prepare those planning to teach or enter industry as well as to prepare the student for graduate, medical, and professional schools.

Major in the Department

A major in the Department of Biology will consist of a minimum of 22 semester hour credits in Biology at the 200 level and above. Bio 103 and Bio 104 may be waived by examination. Biology majors also must show competency through Ch 202, Phys 211, Ma 121 and the intermediate year of a foreign language. Students planning to teach in the secondary schools will take the necessary subjects prescribed by the Department of Education. Those not planning to teach in the secondary schools will take Ch 301.

The following distribution of Biology courses is required for a major:

One course is required from among Bio 204, Plant Morphology; Bio 205, Microbiology; Bio 207, Invertebrate Zoology.

One course is required from among Bio 303, General Physiology; Bio 309, Plant Physiology; Bio 414, Cell Physiology.

All majors are required to take Bio 307, Ecology; Bio 312, Genetics; Bio 499, Seminar in Biology.

The student may elect as desired from among Bio 251, Microtechnique; Bio 302, Comparative Anatomy; Bio 304, Embryology; Bio 306, Histology; Bio 481-490, Independent Problems in Biology.

Area of Concentration for Elementary Education Majors

Courses for elementary education majors who have chosen Biology as their area of concentration have been selected on a basis of distribution between plant and animal emphasis while acquainting the student with structural, functional, and populational aspects of Biology.

It is suggested that elementary education majors who elect Biology as their area of concentration should elect courses among the following: Bio 103, Bio 104, Bio 204, Bio 207, Bio 302, Bio 307, and Bio 312.

COURSES OF INSTRUCTION

Bio 103 INTRODUCTION TO BIOLOGY 4-0-4

A study of the characteristics of life, the cell, plant and animal taxonomy, and the concepts of evolution. One hour per week will be devoted to small group discussions based on selected reading and laboratory demonstrations. This course is designed as an introduction for those who plan to major in Biology as well as those who select Biology for their science requirement. May be waived by examination.

Bio 104 GENERAL BIOLOGY 3-2-4 Prereq. Bio 103

An examination of the chemistry of life, vertebrate anatomy, physiology, heredity and developmental biology.

Bio 204 PLANT MORPHOLOGY 2-4-4 Prereq. Bio 104

A detailed study of lower and higher plant structures.

Bio 205 MICROBIOLOGY 2-5-4 Prereq. Bio 104 and Ch 102

A detailed study of the morphology and physiology and identification of bacteria as well as their relationships with their environment.

Bio 207 INVERTEBRATE ZOOLOGY 2-4-4 Prereq. Bio 104

A comprehensive study of selected representatives of each of the invertebrate phyla.

Bio 251 MICROTECHNIQUE 2-4-4 Prereq. Bio 104 and Ch 102

Basic training in the preparation of plant and animal tissues for study under the microscope.

Bio 302 COMPARATIVE ANATOMY OF VERTEBRATES 2-4-4 Prereq. Bio 104

A comparative study of the morphology and fossil record of selected Chordates as evidence for Chordate evolution. Laboratories are open for study in addition to scheduled hours.

Bio 303 GENERAL PHYSIOLOGY 2-3-3 Prereq. Bio 104 Coreq. Ch 201

A functional analysis of vertebrate and invertebrate systems.

Bio 304 EMBRYOLOGY 2-4-4 Prereq. Bio 104

A study of the comparative vertebrate development from gametogenesis to the growth and histological differentiation of organs.

Bio 306 HISTOLOGY 2-3-3 Prereq. Bio 104, Coreq. Ch 202 or P.O.I.

Light and electron microscopic analysis primarily of vertebrate cells and tissues. Laboratories are open for study in addition to scheduled hours.

Bio 307 ECOLOGY 2-4-4 Prereq. Bio 104

A study of the relationship of plants and animals with each other and their environment.

Bio 309 PLANT PHYSIOLOGY 2-4-4 Prereq. Bio 104 and Ch 202

A study of the processes of photosynthesis and the nutrition, growth, and metabolism of plants.

Bio 312 GENETICS 2-2-3 Prereq. Bio 104 and Ch 202 or P.O.I.

A study of Mendelian and molecular genetics.

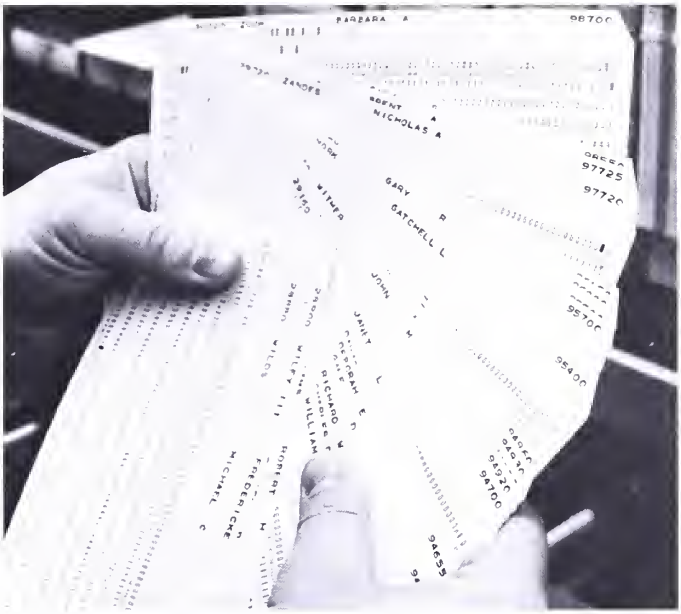
Bio 414 CELL PHYSIOLOGY 1-4-3 Prereq. Bio 104 and Ch 202

A chemical and physical approach to the understanding of cell mechanisms. Much independent work is expected of the student. Topics vary from year to year.

Bio 481-490 INDEPENDENT PROBLEMS IN BIOLOGY Credits variable Prereq. 16 credits in Biology and permission of the instructor and chairman of the department. Designed to allow the student to do independent work and limited research in some phase of biology.

Bio 498-499 SEMINAR IN BIOLOGY 1-0-1 Prereq. 18 credits in Biology
Students will present laboratory or literature research to the group. Topics will vary from year to year.

Ed 305 SEMINAR II: SCIENCE 6-3-6 (See Education)



DEPARTMENT OF BUSINESS

Professor: Bitting *(Chairman)*

Associate Professors: Eastlack, Hasty, Kish

Assistant Professors: Eppley, Evans, Neyer, Pomroy, Rousch, Shamseddine

Instructors: Bloom, Busch

The Business Department assists students to prepare in the following areas:

B.S. with major in Accounting—Preparation for entrance into the profession of accounting (public, private or governmental) requires a basic business core in addition to a proficiency in accounting. The increased emphasis upon computers and quantitative techniques by business necessitates guiding qualified students into electing additional courses in these areas.

B.S. with major in Business Administration—Preparation to become tomorrow's business leader requires a broad background in business plus the ability to use quantitative techniques in solving problems. This background and basic tools will evolve from the business core and mathematics requirements. Further understanding in a specific area of business will be available by choosing one of the five areas of concentration.

B.S. with major in Business Education—Students who plan to teach in the business department of a secondary school need competency in four areas. The curriculum contains liberal training in courses outside the field of business, a broad background in business, depth in at least two certification areas in business, and professional education. The professional training will be conducted by personnel who have been secondary business teachers and maintain an awareness of current developments through close relationships with area high school business departments.

B.S. with major in Economics—Preparation for a career in economics requires a broad background in basic economic theory coupled with an in-depth study of the quantitative tools so important to today's economist. The economics curriculum is designed to provide the student with this breadth and depth. In light of the increasing emphasis on the quantitative approach to economic theory, students are advised to select courses in mathematics and computer science beyond those specifically required in the curriculum.

ACCOUNTING

A major in Accounting will include:

1. 27 semester hours in the Business core:
   Ac 103 Managerial Accounting
   Ac 104 Financial Accounting
   BA 215 Principles of Marketing
   BA 325 Business Finance
   BA 331, 332 Business Law
   BA 348 Quantitative Techniques for Business
   BA 365 Principles of Management
   CS Any three credit course in Computer Science
2. An additional 24 semester hours in Accounting including:
   Ac 205, 206 Intermediate Accounting
   Ac 305, 306 Cost Accounting
3. Within the General Education core, MA 151 and MA 101 (or higher level course) must be taken. EC 101 and EC 102 are specifically required in addition to 9 semester hours of Social Sciences excluding Economics.
4. Electives to complete the total requirements for the B.S. degree. Courses in Mathematics and Computer Sciences are recommended.

BUSINESS ADMINISTRATION

A major in Business Administration will include:

1. 27 semester hours in the Business core
   Ac 103 Managerial Accounting
   Ac 104 Financial Accounting
   BA 215 Principles of Marketing
   BA 325 Business Finance
   BA 331, 332 Business Law
   BA 348 Quantitative Techniques for Business
   BA 365 Principles of Management
   CS Any three credit course in Computer Science
2. 12 semester hours concentration beyond the Business and General Education cores in one of the following areas;
   Accounting
   Computer Science
   Economics
   Management
   Marketing

3. Within the General Education Core, MA 151 and MA 101 (or higher level course) must be taken. EC 101 and EC 102 are specifically required in addition to 9 semester hours of Social Science excluding Economics.
4. Electives to complete the total requirements for the B.S. degree. Courses in Mathematics and Industrial Psychology, are recommended.

BUSINESS EDUCATION

A major in Business Education will include:

1. 23 semester hours in the Business core:
   Ac 103 Managerial Accounting
   Ac 104 Financial Accounting
   BA 215 Principles of Marketing
   BA 331, 332 Business Law
   BEd 111 Elementary Typing
   BEd 421 Office Practice
   CS Any three credit course in Computer Science
2. Certification for secondary teaching Business Education include:
   A. Two or more of the following areas:
      Bookkeeping Ac 103, 104 and Ac 205, 206
      Retail selling BA 215 plus any two of BA 312, 313, 411, and 491
      Shorthand BEd 101, 102 and 201
      Typewriting BEd 111, 112 and 211
   B. The professional education program for secondary certification.
3. Within the General Education Core, 6 semester hours of Mathematics or Logic are required. EC 101 and EC 102 are specifically required in addition to 9 semester hours of Social Sciences excluding Economics. Speech proficiency must also be achieved.
4. Electives to complete the total requirements for the B.S. degree.

ECONOMICS

A major in Economics will include:

1. 33 semester hours in Economics courses including:
   Ec 101, 102 Principles of Economics
   Ec 201 Introduction to Mathematical Economics
   Ec 202 Introduction to Econometrics
   Ec 401, 402 Advanced Economic Theory
2. Three semester hours in Computer Science courses
3. In addition the major requires 12 hours of history, 9 hours of political science, 6 hours of sociology and Ma 121 and 151. The above will fullfill General Education requirements.
4. Electives to complete the total requirements for the B.S. degree. Courses in Mathematics and Computer Science are recommended.

Area of Concentration for Elementary Education Major:

The 24-semester-hour area of concentration for an Elementary Education Major may be completed in the area of Business Administration or Economics.
The requirements are:

Business Administration:
Ac 103; Ec 101, Ec 102; BA 365 and/or BA 467; CS 205; any additional Accounting, Business Administration, or Computer Science courses.
Economics:
CS 205; Ec 101, Ec 102; any additional Economics courses.

COURSES OF INSTRUCTION

ACCOUNTING

Ac 103 MANAGERIAL ACCOUNTING 2-2-3

An introductory course designed to acquaint the student with the basic structure of accounting and financial statements.

Emphasis will be placed on the interpretation of statements and the uses of accounting information in management control and decision making.

Ac 104 FINANCIAL ACCOUNTING 2-2-3 Prereq. Ac 103

A continuation of the study started in Ac 103, Managerial Accounting. Specific emphasis is placed on the study of assets, liabilities, and owners' equity accounts and considerations of financial reporting concepts.

Ac 205 INTERMEDIATE ACCOUNTING 3-0-3 Prereq. Ac 104
Ac 206 INTERMEDIATE ACCOUNTING 3-0-3 Prereq. Ac 205

A thorough study of the use and composition of various and alternate accounting concepts and generally accepted accounting principles; prevailing accounting theories in determining net income; the use of fund and cash flow statements.

Ac 201 PERSONAL INCOME TAX 3-0-3

To acquaint the student with the provisions of the Internal Revenue Code as it relates to the preparation of the tax returns of individual taxpayers. The course attempts to give the student a basic knowledge of the law so that he will be able to prepare his own tax return and be able to recognize tax problems or potential areas for tax saving. Students without business or accounting background are encouraged to enroll.

Ac 302 ADVANCED TAX ACCOUNTING 3-0-3 Prereq. Ac 201 and Ac 205

Further study of the Internal Revenue Code as it relates to partnerships, corporations, trusts and estates and exempt organizations. The taxation of business by States is also covered.

Ac 305 COST ACCOUNTING 3-0-3 Prereq. Ac 104

A study of the quantitative aspects of managerial cost accounting, including cost-volume-profit analysis, budgeting, standard costs, and the concept of relevant costs.

Ac 306 ADVANCED COST ACCOUNTING 3-0-3 Prereq. Ac 305

A continuation of the managerial emphasis on cost accounting including capital budgeting, inventory control, joint-and-by-product costing, and process cost accounting.

Ac 405 AUDITING 3-0-3 Prereq. Ac 206

An analysis of the responsibilities and work of an auditor, the purpose and kinds of audits, systems of internal control and check, standard auditing procedures and tests, auditor's reports and opinions.

Ac 406 ADVANCED ACCOUNTING 3-0-3 Prereq. Ac 206

A detailed study of accounting for partnerships and corporations; comparative statements, analysis of working capital, insurance, installment sales; an introduction to accounting for consolidations.

Ac 471 INTERNSHIP IN ACCOUNTING—3 Prereq. Approval of Department Chairman

A two-month work experience in accounting with either a public accounting firm, a business firm, or governmental agency.

Ac 481-490 INDEPENDENT STUDY Variable credit Prereq. Approval of Department Chairman and the Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of accounting.

Ac 498-499 SEMINAR IN ACCOUNTING 3-0-3 Prereq. P.O.I.

A study of selected topics currently under discussion in the accounting field. A major research project will be required.

BUSINESS ADMINISTRATION

BA 215 PRINCIPLES OF MARKETING 3-0-3 Prereq. Ec. 101

An investigation of the strategies employed in marketing; a description of the services provided by the various middle-men; an analysis of the basic marketing functions; description of the government's role in marketing; and marketing efficiency.

BA 312 PRINCIPLES OF ADVERTISING 3-0-3 Prereq. BA 215

Emphasis is placed on how to determine when advertising should be used. Other topics include: The relationship between marketing methods and the use of advertising; Media selection; Determining basic promotional strategy; and an introduction to the preparation of effective advertisements.

BA 313 PRINCIPLES OF RETAILING 3-0-3 Prereq. BA 215

Buying and selling activities; merchandise budgeting and inventory control; store location, appearance and layout; training and supervision of employees; credit policies; pricing policies; use of gross margin, expense and profit figures as guides to decision making.

BA 325 BUSINESS FINANCE 3-0-3 Prereq. Ac 104

An analysis of the management of the funds of a business. Emphasis is placed on the impact of various securities in the capital structure, on the place of and on the role of financial planning and capital budgeting.

BA 331 BUSINESS LAW 1-2-3
BA 332 BUSINESS LAW 1-2-3

A study of law and legal procedure and their relation to business considering the essential principles of the law of contracts, agency, sales and bailments in the first semester. The second semester considers the law of negotiable instruments, security devices, real property, trusts and estates, bankruptcy, insurance, partnerships and corporations.

BA 348 QUANTITATIVE TECHNIQUES FOR BUSINESS 3-0-3 Prereq. Ma 151

A course designed to develop familiarity with statistical and mathematical methods specifically applicable to business. Topics to be covered will include: Gantt charts, CPM, PERT, Linear Programming, Decision Criteria, Simulation, Game Theory, Inventory Models, Quality Control, and Correlation.

BA 365 PRINCIPLES OF MANAGEMENT 2-2-3

Application of scientific principles of business organization and management in a modern industrialized economy; planning, organizing, coordinating, directing, and controlling functions. Also outside readings and cases.

BA 411 PRINCIPLES OF MARKETING RESEARCH 3-0-3 Prereq. BA 215 and Ma 151

The use of the scientific method in solving marketing problems; steps in planning effective surveys; preparation of questionnaires, collection, tabulation, analysis and interpretation of data; writing meaningful reports; statistical sampling, proper use of internal records and secondary sources of information.

BA 424 INVESTMENTS 3-0-3 Prereq. BA 325

Emphasis is placed on the various classes of investments available to the investor, sources and uses of information, and in depth study of various industries. Various techniques of analysis are studied.

BA 444 OPERATIONS RESEARCH 3-0-3 (See CS 444)
BA 466 PRODUCTION MANAGEMENT 3-0-3 Prereq. BA 215, 348, 365, Ec 102, and Ma 151

A critical study of management decision-making techniques, emphasizing the practical application of scientific methods to analysis of production activities. Areas include resource allocation, production cycle, diversification and simplification, plant layout and process control.

BA 467 PERSONNEL ADMINISTRATION 3-0-3

Principles and practices for the effective utilization of the labor force, including: recruitment and selection; training of employees; transfer and promotion; communication and employee morale; determining job requirements; performance evaluations; health, safety and employee welfare; job analysis and labor audits; handling of grievances; administrative correlation; wages, salaries and hours.

BA 468 INDUSTRIAL AND LABOR RELATIONS 3-0-3

An evaluation of the historical development of the union movement and the collective bargaining process; union-management relationships, procedures for the alleviation of tension, alternatives to force, the role of government participation and control in the realization of industrial peace.

BA 498 SEMINAR IN MARKETING MANAGEMENT 3-0-3 Prereq. BA 215 and P.O.I.

This course focuses on management of marketing operations in the individual business firm. Attention is given to developing the marketing organization, measuring market opportunities, establishing sales goals and standards of sales performance, and planning new products.

BA 499 SEMINAR IN MANAGEMENT 3-0-3 Prereq. P.O.I.

Offered in one of the following fields: Morality in organization; planning models and decision making; application of behavioral science in management; or production—marketing interaction.

BA 481-490 INDEPENDENT STUDY Variable credit Prereq. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of business.

BUSINESS EDUCATION

BEd 101 ELEMENTARY GREGG SHORTHAND 3-0-3

BEd 102 ELEMENTARY GREGG SHORTHAND 3-0-3 Prereq. BEd 101 or P.O.I.

An intensive study of Gregg Shorthand; emphasis upon theory, application phrasing, dictation of connected matter, reading from shorthand plates, vocabulary building, and the dictation and transcription of new material at varying rates of speed.

BEd 111 ELEMENTARY TYPEWRITING 2-2-2

BEd 112 ELEMENTARY TYPEWRITING 2-2-2 Prereq. BEd 111 or P.O.I.

Training in fundamental typewriting technique; machine operation, keyboard technique, work drills, letter forms, tabulations, manuscript set-up, preparation of business and legal papers, speed and accuracy building.

BEd 201 ADVANCED GREGG SHORTHAND 3-0-3 Prereq. BEd 102 or P.O.I.

A thorough review of shorthand theory, dictation and transcription practices. Emphasis given to methods and materials used in teaching shorthand in the secondary school.

BEd 211 ADVANCED TYPEWRITING 1-2-2 Prereq. BEd 112 or P.O.I.

The building of production-level skill with emphasis given to methods and materials used in teaching typewriting in the secondary school.

BEd 321 BUSINESS CORRESPONDENCE 3-0-3

A study in effective communication of ideas and information in the modern business world; the letter, the report, the advertisement, inquiry forms such as the interview and the questionnaire.

BEd 371-380 SPECIAL PROBLEMS 3-0-3 Prereq. Ed. 305 and P.O.I.

A directed learning experience designed to allow the student to explore a current topic of special relevance in the field of business education.

BEd 421 OFFICE PRACTICE 3-0-3 Prereq. BEd 111 or P.O.I.

Opportunity is provided for the preparation, presentation and evaluation of business practices and procedures; an acquaintanceship with modern business machines, materials and supplies.

BEd 481-490 INDEPENDENT STUDY Variable credit Prereq. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of business education.

Ed 305 Seminar II Business 6-3-6 (See Education)

COMPUTER SCIENCE

CS 105 INTRODUCTION TO FORTRAN PROGRAMMING 1-0-1

A course designed to teach programming using the basic FORTRAN language to the extent that the College computer can be used as a tool for solving problems that the student selects. Graded—Honors-Pass-Fail.

CS 205 INTRODUCTION TO DATA PROCESSING 3-0-3

To introduce fundamentals of data processing from punched card equipment to computer systems. Topics include: principles of wiring; operation of punched card equipment; input, output, and storage media; stored program logic; computer arithmetic and processing principles; problem definition techniques.

CS 300 FORTRAN PROGRAMMING 2-2-3

Emphasis placed upon a complete understanding of computer operations and use of routines of the FORTRAN Language beyond its use as a tool for programming the college computer. Students will write and de-bug several programs of their choosing. Graded—Honors-Pass-Fail.

CS 301 COMPUTER PROGRAMMING 3-0-3 Prereq. CS 205

The course will introduce the student to computer Assembler language programming. This symbolic language should give more insight into the actual structure of the computer. Graded—Honors-Pass-Fail.

CS 302 INTRODUCTION TO SYSTEMS ANALYSIS 3-0-3 Prereq. CS 105 and 205 or CS 301

Emphasis is on the purposes and cognizant information for systems studies. Present systems are defined, documented, and analyzed. Installing, planning, evaluation, and design considerations are studied from the standpoint of computer cost, speed, maintenance, and manufacturer. Concentration is on typical total management information systems utilizing computers in several areas.

CS 401 THE COMPUTER IN MANAGEMENT SERVICE 3-0-3 Prereq. CS 302 and P.O.I.

Application of specific mathematical techniques and the digital computer to today's business problems. Applications are taken from the fields of accounting, finance, marketing, production, and organization.

CS 444 OPERATIONS RESEARCH 3-0-3 Prereq. Jr., Sr. Standing and Ma 101

Application of advanced quantitative techniques to the decision-making process. Specific areas covered include linear programming, inventory models, transportation models, queuing models, etc.

CS 481-490 INDEPENDENT STUDY Variable credit Prereq. Approval of Department Chairman and the Dean of the Faculty.

Designed to allow the student to do independent study and research on a problem or topic in the field of computer science.

CS 498-499 COMPUTER SCIENCE SEMINAR 3-0-3 Prereq. P.O.I.

Selected current topics in the area of the student's interests: application design, software, etc.

ECONOMICS

Ec 101 PRINCIPLES OF ECONOMICS 3-0-3

Ec 102 PRINCIPLES OF ECONOMICS 3-0-3 Prereq. Ec 101

A beginning course in the principles and problems of economics. Topics covered: first semester—basic fundamentals of supply and demand, structure and operation of the United States economic system, national income accounting, Keynesian employment theory, fiscal policy, money and banking; second semester—economic growth, further considerations of supply and demand, competition, oligopoly, monopoly, cost of production, selected domestic economic problems.

Ec 201 INTRODUCTION TO MATHEMATICAL ECONOMICS 3-0-3 Prereq. Ma 121 and Ec 102

An application of algebra and elementary calculus to economic principles in order to enable the student to understand and present the basic assumptions of economic analysis in terms of mathematical symbols.

Ec 202 INTRODUCTION TO ECONOMETRICS 3-0-3 Prereq. Ma 121, Ma 151, and Ec 201

An application of basic statistical procedures to mathematically formulated economic theories (models) to measure their parameters and test their validities.

Ec 303 MONEY AND BANKING 3-0-3 Prereq. Ec 102

A study of money and the banking system of the United States; emphasis on the Federal Reserve System, monetary theory, theory of income determination, basic principles of international finance, and an evaluation of the role of monetary policy.

Ec 304 PUBLIC FINANCE 3-0-3 Prereq. Ec 101

An application of macroeconomic theory to the problems of Federal taxation, public expenditures, debt management and fiscal dynamics and growth.

Ec 306 DEVELOPMENT OF ECONOMIC DOCTRINE 3-0-3 Prereq. Ec 102

Economic science as it developed from the classical tradition of Smith, Ricardo, and Malthus to the modern economics of Keynes and Schumpeter.

Ec 307 INTERNATIONAL ECONOMICS 3-0-3 Prereq. Ec 102

An introduction to the basis and importance of international trade and relations, international payments, and national and international controls; the course provides a combination of theory and policy, presenting the theoretical foundations of international economics as a prelude to the examination of policy.

Ec 308 COMPARATIVE ECONOMIC SYSTEMS 3-0-3 Prereq. Ec 102 or P.O.I.

Examination, criticism and appraisal of alternative economic systems; capitalism, socialism, communism and mixed economic systems.

Ec 401 ADVANCED ECONOMIC THEORY 3-0-3 Prereq. Ec 201, 202 and Sr. Standing
Ec 402 ADVANCED ECONOMIC THEORY 3-0-3 Prereq. Ec 201, 202 and Sr. Standing

A study devoted to the structure of markets, pricing of goods, pricing of the factors of production and general equilibrium theory. During the second semester macro-economics will be emphasized including national income accounting, monetary, and fiscal stabilization policies, a comparison of the Classical and Keynesian policy recommendations.

Ec 481-490 INDEPENDENT STUDY Variable credit Prereq. Approval of Department Chairman and the Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of economics.

xylol
Absolute alcohol
95% down

DEPARTMENT OF CHEMISTRY

Professors: Stambaugh *(Chairman),* Spangler, Ranck
Associate Professors: Hedrick, Proctor
Instructor: Reeder

The basic courses offered in this department are designed to cultivate a scientific spirit and habit. The more advanced courses are designed to prepare the student for further work in industry, graduate school, or medicine. A sequence of courses is designed for students who want to teach chemistry on a secondary level.

For the professional chemist, the best possible background in mathematics, physics, and German is desired. For those engaged in medicine, an extensive background in Biology is desired. The studies in communication skills and the humanities, which round out a liberal arts education, make for a very full curriculum for those majoring in this department.

Major in the Department

The major in Chemistry is designed to meet the several interests of students in Chemistry. The following programs for the Chemistry student are offered:

a. for those who wish to become industrial chemists or to attend graduate school
b. for those who wish to enter medical school
c. for those who will become teachers in secondary schools.

The courses for majors in the field should be taken according to the following schedule:

Chemistry courses for majors	Credits	Year to be scheduled
Ch 101-102	8	Freshman
Ch 201-202	8	Sophomore
Ch 341, 343, 344	9	Junior
Ch 351, 352	8	Junior
Ch 401*, 422*, 451* or 491*		Senior

Related required competency:

The equivalent of German 202, Physics 211-212*, Mathematics 201* and 222, Computer Science 101, should be completed by the end of the sophomore year.

Pre-medical course requirements: Biology, 10-12 credits beyond Bio 103.
Ch 451 or 491, Ch 4 additional credits of biology.

Secondary teacher option:	Credits	Year to be scheduled
Psychology 101	3	Freshman-Sophomore
Ed 205, 305	10	Sophomore-Junior
Ed 471	12	Senior

Area of Concentration for Elementary Education Majors

The Elementary Area of Concentration in Chemistry includes Ch 101, 102, 201, 202, and any other 8 credits for which prerequisites are satisfied.

Medical Technology

The curriculum preparing students for medical technology in cooperation with American Society of Clinical Pathologists accredited hospitals has been approved by the Board of Registry of Medical Technologists. A student who completes the three-year curriculum (100 semester hours), completes a twelve-month period of study in an ASCP approved hospital, and passes the Registry examination, will be granted a B.S. degree. Elizabethtown is affiliated with York Hospital, St. Joseph's Hospital of Lancaster, Lancaster General Hospital, and Harrisburg Hospital.

Students interested in this program should counsel with Miss Zoe Proctor.

In addition to Core courses, the student majoring in medical technology will schedule courses as follows:

Course	Credits	Year to be scheduled
Ch 101-102	8	Freshman
Ch 201-202	8	Sophomore
Ch 305	4	Sophomore
Ch 322	4	Junior
Bio 103	4	Freshman
Bio 305	4	Freshman
Bio 256	4	Sophomore
Bio (elective)	4	Freshman
Ma 101*	4	Junior
Physics 111-112	8	Junior
Ch 312	4 (strongly recommended)	Junior

---

* Those courses designated will not be required by pre-medical and secondary teaching options. The following will be taken in these options:

In this curriculum Ma 101 is defined as meeting the core mathematic requirement instead of six credits.

COURSES OF INSTRUCTION

Ch 101 GENERAL CHEMISTRY 3-3-4 Prereq. High School Algebra or equivalent
Ch 102 GENERAL CHEMISTRY 3-3-4 Prereq. Ch 101

A study of the principles of Chemistry from the viewpoint of the modern theory of atomic and molecular structure. Ch 101 will be taken by all students during the first semester and either Ch 102 or 104 must be taken during the second semester. Ch 102 will treat in detail the principles of chemical equilibria in aqueous solutions and must be taken by all students who will take either Ch 201 or Ch 301. Ch 104 is designed for the student who will take no further courses in Chemistry and will include brief treatments of Organic Chemestry and other selected topics which are otherwise studied in depth in several advanced Chemistry courses.

Ch 201 ORGANIC CHEMISTRY 3-3-4 Prereq. Ch 102
Ch 202 ORGANIC CHEMISTRY 3-3-4 Prereq. Ch 201

A study of the compounds of carbon, aliphatic and aromatic; their properties, synthesis, structures, uses and mechanism of their reactions.

Ch 301 QUANTITATIVE ANALYSIS 2-8-4 Prereq. Ch 102

Principles and practices of laboratory determinations by gravimetric, volumetric, colorimetric, and instrumental methods of chemical analysis together with the mathematical basis for these procedures. Methods and determinations chosen will be appropriate to the student's major field of study.

Ch 312 INSTRUMENTAL ANALYSIS 2-8-4 Prereq. Ch 301

Analysis through the use of modern instruments and techniques. Emphasis on chemical and physical theory that makes instruments useful. Laboratory is clinically oriented.

Ch 322 BIOCHEMISTRY 2-6-4 Prereq. Ch 202

A study of the chemical processes involving living matter.

Ch 341 CHEMICAL EQUILIBRIUM AND KINETICS 3-0-3 Prereq. Ch 102, Ma 222, Phy 211

An introduction to thermodynamics as applied to chemical equilibria in ideal and non-ideal, homogeneous, heterogeneous systems; ionic solutions and electrochemistry; rate equations and their molecular basis.

Ch 343 QUANTUM AND STATISTICAL CHEMISTRY 3-0-3 Prereq. Ch 102, Ma 222, Phy 211, Coreq. Ch 341

An introduction to the principles of quantum theory; details of the electronic structure of atoms and atomic spectra; kinetic-molecular theory, transport processes, and rate processes; introduction to statistical thermodynamics.

Ch 344 CHEMICAL BONDING AND THE STRUCTURE OF MATTER 3-0-3 Prereq. Ch 343 or (Ch 102) (Ch 104) and (Phy 401)

Chemical bonding including ionic bonding, the valence-bond and molecular orbital theories of covalent bonding, and intermolecular forces; methods of determination of molecular structure including spectroscopy, magnetic resonance spectroscopy, and diffraction methods; liquid and solid states of matter.

Ch 351 ADVANCED CHEMISTRY LABORATORY I 2-8-4 Prereq. CS 101; Coreq. Ch 341, Ch 343

Ch 352 ADVANCED CHEMISTRY LABORATORY II 1-12-4 Prereq. Ch 351; Coreq. 344

Ch 451 ADVANCED CHEMISTRY LABORATORY III 0-16-4 Prereq. Ch 352

A sequence of courses integrating synthetic, analytical, physical, organic, inorganic, biochemical, and radiochemical laboratory practices to the solution of chemical problems. Individual problems may require from three to ten weeks of laboratory work and have been selected because of their variety of laboratory methods and techniques required and the number of points at which the problem becomes a subject for further investigation or original research. Appropriate instruction is provided when new methods and techniques are first encountered. The chemical literature, digital computers, and statistical methods are introduced during the first semester and used extensively thereafter. Maintenance of a good laboratory record is stressed. The student is required to use modern instrumentation such as the infrared spectrophotometer, gas chromatograph, x-ray diffractometer, NMR spectrometer, and analog computer. All experimental work is conducted on an individual basis. By the time a student has completed Ch 451 he should be familiar with the basic laboratory practices appropriate for a chemist at Bachelor's level.

Ch 401 ADVANCED INORGANIC CHEMISTRY 3-0-3 Prereq. Ch 344

A study of the elements and their compounds based upon atomic and molecular structures.

Ch 422 ADVANCED ORGANIC CHEMISTRY 3-0-3 Prereq. Ch 202 & Ch 344

A study of organic reactions based upon experimental and advanced theoretical studies.

Ch 491 RESEARCH IN CHEMISTRY 0-16-4 or more Prereq. Ch. 352 and P.O.I.

Ch 492 RESEARCH IN CHEMISTRY 0-16-4 or more Prereq. Ch 451 or Ch 491 and P.O.I.

Research in chemistry under the close supervision of a member of the faculty. Subjects for research are chosen in an area of interest to both the student and the faculty member and usually are the outgrowth of a problem encountered in an earlier course or are related to the faculty member's personal research. Experimental design is required of the student and construction of apparatus is frequently necessary. A written report is required and a seminar presentation may be required.

Ed 305 SEMINAR II: SCIENCE 6-3-6 (See Education)

DEPARTMENT OF EDUCATION

Professors: Hoover

Associate Professors: Rice, Graham, Russell *(Chairman),* R. Ziegler

Assistant Professors: Bowers, Klauber, Merritt, Booher

It is the purpose of this curriculum to educate the teacher both as a person and as a professional educator. The program takes advantage of the liberal arts setting by projecting the student deeply into the liberal arts rather than withholding the student from them. General education in the liberal arts setting is of special value to the teacher, who should be broadly educated. This broad background is augmented by the major in an academic department and 22 hours professional courses for those desiring secondary certification. The student desiring to teach at the elementary level will major in elementary education completing 46 hours as specified. In addition the student will elect a 24-hour area of concentration in an academic department.

Further, it is the intention of the program to bring the student to an excellent level of professional competence. The emphases of the professional education are three: 1.) the student, 2.) the school, 3.) the content to be taught. The program attempts to bring these elements together in a creative way.

Each applicant who is planning to teach must declare his intention to the Department of Education not later than the end of the sophomore year and meet the qualifications of the Committee on Teacher Education. The basis of criteria formulated by the Committee on Teacher Education is listed below. Applicants who do not meet the requirements are counselled out of the teacher education program and directed into other areas of endeavor.

The criteria are as follows:

1. Approval of the major department for prospective secondary school candidates
2. Approval of the department for the area of concentration for elementary education candidates
3. English and Speech proficiency
4. Good physical, emotional, and mental health record
5. Personal qualifications: Approval from the Offices of Student Personnel
6. Scholarship: A grade point average of 2.0 or better

A student will not be recommended for certification if he has any grade below "C" in the teaching major.

Information concerning certification in other states than Pennsylvania may be obtained from the State Department of Education in each state.

COURSES OF INSTRUCTION

The Elementary Education Major

A. The General Education Program as projected by the College.
B. Area of Concentration—Students must have a minimum of 24 hours, including general education, in one department.
C. Major field requirements:

Ed 305 FOUNDATIONS OF EDUCATION I 4-0-4 Prereq: Psych 101

This course will involve the student in a study of the historical, philosophical, sociological, and psychological bases of education.

Ed 315 SCIENCE-MATHEMATICS PRACTICUM 3-3-4 Coreq: Ed 325, Math 311-312

The student will be involved within the elementary classroom basically as a para-professional. In addition he will study and prepare work in the areas of language arts, science, mathematics, and social science. Both classroom and study will be integrated in the seminar.

(Breakdown of Seminar IIA)
Classroom Practices in Mathematics (1½ hours)
Classroom Practices in Science (1½ hours)
Field work in Mathematics and Science (1 hour, based on 3 hours field work)

Ed 325 SCIENCE FOR THE ELEMENTARY SCHOOL 4-0-4

A study of the concepts, procedures, and materials of science for the elementary school.

Ed 345 LANGUAGE ARTS-SOCIAL STUDIES PRACTICUM 3-3-4 Coreq: Ed 355, 365

Same as description of IIA
(Break down of Seminar IIB)
Classroom Practices in Language Arts (1½ hours)
Classroom Practices in Social Studies (1½ hours)
Fieldwork in Language Arts and Social Studies (1 hour, based on 3 hours field work)

Ed 355 LANGUAGE ARTS FOR THE ELEMENTARY SCHOOL 4-0-4

A study of the principles, procedures, and materials in the Language Arts area. The communication skills of reading and writing, speaking and listening, will be explored in an eclectic approach.

Ed 365 SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL 4-0-4

A study of the concepts, procedures, and materials of social studies for the elementary school.

Ma 311-312 MODERN MATHEMATICS FOR ELEMENTARY EDUCATION 3-0-3
(See Mathematics Department)

Ed 471 PROFESSIONAL INTERNSHIP. ELEMENTARY. 12 semester hours

The student will be involved in observation, participation, and student teaching in the public school. The 12-week period will involve the student as a teacher under the guidance of a master teacher from the public school and a professor of elementary education. A weekly seminar is a part of the Professional Semester. The student must be enrolled in a four-semester-hour elective course in elementary education during the Professional Semester. Required of all students who wish to teach in the elementary school. Co-requisite Ed 498-499.
(The Secondary Program is as follows)

A. The General Education Program as projected by the College.
B. An academic major as outlined by each department.
C. The Professional Education program as follows:

Ed 205 FOUNDATIONS OF EDUCATION I 4-0-4 Prereq: Psych 101

This course will involve the student in a study of the historical, philosophical, sociological, and psychological bases of education.

Ed 305 PRACTICUM IN SECONDARY EDUCATION 6 semester hours

The student will be involved in the secondary classroom during the semester as a teacher aide. In addition, he will study and prepare materials for teaching in his academic major. Both classroom work and study will be integrated. Course is team-taught by a professor of secondary education, Director of Instructional Services, and a Clinical Professor from the Department of the Academic Major. Pre-requisite to the Professional Semester. Offered to English, Mathematics, Science, Social Studies and Langauges Fall semester; Business Education and English, Spring semester.

Ed 471 PROFESSIONAL INTERNSHIP. SECONDARY. 12 semester hours

The student will be involved in observation, participation, and student teaching in the public school. The 12-week period will involve the student as a teacher under the guidance of a master teacher from the public school, a clinical professor, and a professor of secondary education. A weekly seminar is a part of the Professional Semester. Required of all students wishing to teach in the secondary schools. Offered to Business Education and English, Fall semester; English, Languages, Mathematics, Sciences, and Social Sciences, Spring semester.

Ed 498-499 SENIOR SEMINAR. Variable credit

Senior seminar designed to give students an opportunity to pursue work in an area of major interest. Topics to be covered in the work of the course would include: Community agencies and Education; Evaluation of the Learning Process; Children's Literature and Language, Early Childhood Education, Art Education, Trends and Developments in Education.

DEPARTMENT OF ENGLISH

Emeriti: Schlosser, Bomberger
Professors: Dwyer, Campbell
Associate Professors: Poe, Riley, Campbell *(Chairman)*
Assistant Professors: Wenger, Smith, Russell
Instructors: Black, Hackman

The Department of English, in keeping with the objectives of the College, recognizes its responsibility of not only educating students in the effective use of the English language, but also in contributing to their cultural growth. Accordingly, proficiency in the communication skills (reading, writing, speaking, and listening) creative reading and appreciation of literature, and the all-round development of the students may be considered as fundamentally the aims of the instructional program.

The major types of literature are studied; the works of individual authors are covered; the various periods of English literature are treated. A critical and analytical approach to the study of English and American literature is stressed and maintained.

a. Students preparing to teach English on the secondary level are given a thorough and comprehensive knowledge of an experience in the discipline which they are planning to teach.

b. By giving the student who wishes to teach many elective privileges, the department gives a broad intellectual horizon on which to base professional performance.

Major in the Department

Following are the programs for a major in English and for a major in English with certification in Secondary Education (whose special qualification will appear in parentheses): 42 semester hours in English in addition to En 105.

		Year to schedule
En 201-202 Survey of English Literature	6 hours	Sophomore
En 301-302 American Literature	6 hours	Sophomore
Choice of two of the following type courses, one of which must be in a contemporary area: En 311, 404, 406, 407, 409	6 hours	Junior and Senior
Choice of two of the following period courses: En 304, 307, 308, 309, 401, 402	6 hours	Junior and Senior
En 313 or 314 Shakespeare	3 hours	Junior and Senior
En 415 Literary Criticism	3 hours	Senior
En 342 (En 344 is a required substitute for En 342 for the students who wished to be certified in English in Secondary Education)	3 hours	2nd Semester Junior
Speech requirement (fulfilled by passing either competency examination or En 325)	3 hours	Before Senior Year (for certification in Sec. Ed., before Jr. year)
English Electives: any two courses offered by the English Department. This includes Speech courses, Journalism, Creative Writing, Linguistics, and Great Books, as well as courses in literature.	6 hours	Junior and Senior
	42 hours	

All majors in English are required to complete satisfactorily a research paper prior to the beginning of the second semester of the Junior year. Consult with the department chairman regarding this requirement.

Area of Concentration for Elementary Education Majors

Program for the 24-hour Area Concentration in English for Elementary Education Majors: General Education requirements are counted as part of the 24 hours of concentration. The English Area of Concentration for an Elementary Education major provides the student with a broad background in literature, and, at the same time, gives opportunity for some study in depth.

En 105 Introduction to Literary Types	3 hours
En 205 Major English Authors	3 hours
En 301-2 American Literature	6 hours
En 342 Linguistics	3 hours
Choice of one of the following type courses: En 311, 313, 314, 404, 406, 407, 409	3 hours
Choice of one of the following period courses: En 304, 307, 308, 309, 401, 402	3 hours
Choice of any other course offered by the English Department, including literature	3 hours
	24 hours

COURSES OF INSTRUCTION

ENGLISH

En 100 Expository Writing 3-0-3 (Honors, Pass, No-Pass)

A course in the principles of writing compositions, mostly in expository and persuasive discourse, designed as an elective for any student and recommended for students not passing the proficiency examination.

En 215 Journalism 3-0-3
En 216 Journalism 3-0-3 Prereq. En 215

An introductory study of news media and news values, with emphasis on effective reporting through the analysis and writing of news stories, editorials, and feature articles.

En 318 Creative Writing 3-0-3 Prereq. P.O.I. Not offered 1969-70

A course to instruct the student in the production of original written works in the shorter literary forms of his choice, and to acquaint him with literary terminology.

En 342 Linguistics 3-0-3

An investigation of English language and usage to the present time, with stress upon etymology, phonetics, morphology, syntax, and applied liguistics.

En 344 Systems of Grammar and their Presentation

A review of traditional prescriptive grammar and an introduction to transformational and other new systems of grammar, brief examinations of Business English and other subjects which are a part of secondary school curriculum, and an emphasis upon the development of skills necessary for the correction of themes, book reports, and other writing that is a part of secondary school English programs.

LITERATURE

En 105 INTRODUCTION TO LITERATURE 3-0-3

A study of the short story, novel, drama and verse, intended to develop the student's ability to analyze, evaluate, and appreciate literature.

En 201 SURVEY OF ENGLISH LITERATURE 3-0-3 Prereq. En 105, English major or P.O.I.

En 202 SURVEY OF ENGLISH LITERATURE 3-0-3 Prereq. En 105, English major or P.O.I.

A historically oriented survey of literature from Beowulf to the present day attempting to give English majors the literary context for their more specialized courses without neglecting the rigors of close critical analysis.

En 205 MAJOR ENGLISH WRITERS 3-0-3 Prereq. En 105

A study of the major English writers from Chaucer to the present day. The course is designed as a terminal course for non-majors to fulfill the General Education requirements. It will be offered both semesters.

En 301 AMERICAN LITERATURE 3-0-3 Prereq. En 105

En 302 AMERICAN LITERATURE 3-0-3 Prereq. En 105

Representative authors and periods from the Colonial Period to the present, a careful study of the major part of the work of the best writers.

En 304 ENGLISH LITERATURE BEFORE 1500 3-0-3 Prereq. En 105. Alternate years: offered 1970-71

Literature of the Old and Middle English Periods with emphasis on Chaucer.

En 307 THE SIXTEENTH CENTURY 3-0-3 Prereq. En 105. Alternate years: offered 1969-70

Tudor prose and poetry.

En 308 THE SEVENTEENTH CENTURY 3-0-3 Prereq. En 105. Alternate years: offered 1969-70

A study of English literature from the death of Elizabeth I to 1660, including Milton, but not the dramatists.

En 309 THE RESTORATION AND EIGHTEENTH CENTURY 3-0-3 Prereq. 105. Alternate years: offered 1970-71

The poetry and prose of the Restoration and Eighteenth Century, excluding the novel and drama.

En 311 ENGLISH DRAMA BEFORE THE TWENTIETH CENTURY 3-0-3 Prereq. 105. Alternate years: offered 1969-70

A study of the representative English plays, exclusive of Shakespeare, from Medieval period to the 20th century. Special emphasis will be placed on the great flowering of English drama in the Elizabethan and Jacobean periods.

En 313 SHAKESPEARE 3-0-3 Prereq. En 105

A consideration of the origin and development of the English drama together with a study of the chief plays of Shakespeare.

En 314 SHAKESPEAREAN DRAMA 3-0-3 Prereq. En 105

A critical consideration of the art and achievement of Shakespeare through the study of a representative selection of his plays.

En 362 GREAT BOOKS 3-0-3 Prereq. P.O.I.

This course is designed to introduce the student to the great ideas of the Western world by reading in primary sources the literary works of major contributors to our Western intellectual heritage. Wide reading and a discussion of the material read will constitute the primary requirements of the class. Since the success of this type of course depends upon a relatively small number of participants, the size of the class will be limited.

En 401 THE ROMANTIC MOVEMENT 3-0-3 Prereq. En 105

Poetry and prose from 1787 to 1830 with major emphasis upon Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats.

En 402 THE VICTORIAN PERIOD 3-0-3 Prereq. En 105

A study of poetry from Tennyson to Yeats and nonfictional prose from Carlyle to Wilde.

En 404 CONTEMPORARY POETRY 3-0-3 Prereq. En 105

A consideration of the chief poets since 1890, with emphasis upon close-reading of the texts.

En 406 MODERN DRAMA 3-0-3 Prereq. En 105

A study of the major European and American dramatists from Ibsen to the present.

En 407 THE EIGHTEENTH AND NINETEENTH CENTURY ENGLISH NOVEL 3-0-3 Prereq. En 105. Alternate years: offered 1970-71

A study of selected masterpieces as works of prose art, as turning points in the development of the form, and as reflections of the age.

En 409 CONTEMPORARY NOVEL 3-0-3 Prereq. En 105. Alternate years: offered 1969-70

A study of the work of major novelists of the Twentieth Century with emphasis upon the development of novel as an art form.

En 415 LITERARY CRITICISM 3-0-3 Prereq. English major or P.O.I.

Studies in the methods of literary criticism, the aim of which is to enable students to develop for themselves a sound approach to literature.

En 481-490 INDEPENDENT LITERARY STUDIES. Variable Prereq. P.O.I.

This course is designed to give the individual student the opportunity to pursue work in an area of major interest under the guidance of a member of the English Department.

SPEECH

En 325 SPEECH 3-0-3

An introduction to the study of effective speaking; emphasis upon proper articulation, poise, interpretative reading, listening, semantics, speaking from notes, preparing outlines and organizing speeches.

En 335 ADVANCED SPEECH AND DEBATE 3-0-3 Prereq. En 325

A consideration of processes and techniques of effective communication practice; drill in parliamentary procedure, discussion, speaking, listening, semantics, and radio speaking.

En 371-380 SPECIAL PROBLEMS (Credit variable)

A course designed to allow the student to pursue topics of special relevance.

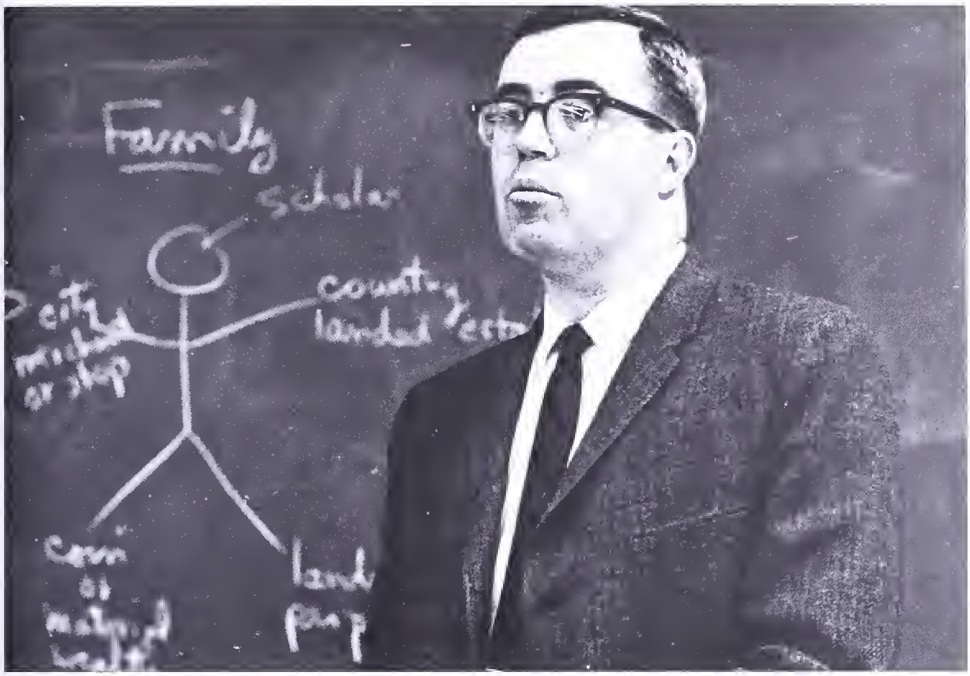
En 420 TEACHING SPEECH IN THE SECONDARY SCHOOLS 3-0-3; Not offered 1969-70

A study of the problems, methods, and materials in the teaching of speech in secondary schools with a primary emphasis upon classroom procedures, analysis of textbook, periodical and pamphlet materials; tests and rating scales; relationships to extra class speech activities.

En 422 SPEECH CORRECTION AND THE CLASSROOM TEACHER 3-0-3; Not offered 1969-70

Training in the recognition, diagnosis, and treatment of minor speech defects with discussion of major defects; reinforcing and following up the work of the professional speech therapist.

Ed 305 SEMINAR II: ENGLISH 6-3-6
(See Education)



DEPARTMENT OF HISTORY

Professors: Zaccano, Nelson
Associate Professors: Kreider, Mumford *(Chairman)*
Assistant Professors: Swank, Eberly, Hostetler
Instructors: Estep, Poole, Winpenny

The study of history particularly encourages the student to critically assess the relationships between facts and ideas, and also to orient himself intelligently in time. The departmental program is designed to prepare students for further study or for careers in teaching, government service and business.

Major in the Department

The history major requires the student to satisfactorily complete 39 hours of work in history, including Hi 105 (or its equivalent) and Hi 390. He is required to select nine hours in United States history; nine hours in European history, and six hours in non-U. S., non-European courses.

The department's secondary education program is based on a dedication to quality instruction, and seeks to provide an academically-oriented preparation. Therefore, the secondary education student will be expected to fulfill the normal major requirements. He will be required to take the education courses necessary for certification. The history major who wishes secondary certification must complete at least one course in economics and one course in political science. These can be used to satisfy the general studies requirements in the social sciences.

Area of Concentration for Elementary Education Majors

For the elementary education concentration the department requires satisfactory completion of 24 hours, including Hi 105 or its equivalent. The student must complete nine hours of United States history, including Hi 301-302; three hours of European history beyond Hi 105; and three hours in a non-U. S., non-European area. The other six hours are free history electives.

Any deviation from the requirements outlined above must have the approval of the History Department.

COURSES OF INSTRUCTION

Hi 105 Topics in the History of Western Civilization 3-0-3

A highly selective approach to the long-range developments and to the major problems of our Western heritage. The course is discussion-oriented. (This course is introductory and should precede other history courses.)

Hi 201 History of the United States 3-0-3

Hi 202 History of the United States 3-0-3

An introductory survey of American economic, intellectual, political, and social developments. The second term begins at 1865.

Hi 213 History of the Renaissance and Reformation 3-0-3

A survey of the history of Europe from about 1400 to 1648; a portrayal of the transition of European society and institutions through the Middle Ages to modern times.

Hi 214 History of Europe During the Seventeenth and Eighteenth Centuries 3-0-3

The age of absolutism in Europe from 1648 to Napoleanic times; emphasis on the politics and diplomacy of the older European powers as well as the arrival of Russia and Prussia into the family of nations, the intellectual foundations of political and economic liberalism as a background to the nineteenth century, and the imperial struggles between European powers.

Hi 215 English History 3-0-3

Hi 216 English History 3-0-3

A consideration of the entire span of English History from the most ancient times to the present with special attention to the development of parliamentary government.

Hi 303 American Colonial and Revolutionary History 3-0-3

Attention will be given to the development of a colonial American culture, to the American Revolution, and to the formation of the Constitution.

Hi 304 AMERICA'S FORMATIVE YEARS, 1789-1865 3-0-3

An interpretive analysis of the major forces in our early national development. Special emphasis will be placed on the interaction of sectionalism and nationalism, the formation of political parties, and the impact of slavery and reform on the American democratic experience.

Hi 305 AGE OF INDUSTRIALISM: U. S. 1865-1914 3-0-3

Emphasis will be placed on industrialism and its consequences, the emergence of the United States as a world power, and the origins and development of Progressivism.

Hi 306 RECENT HISTORY OF THE UNITED STATES: 1914 to the Present. 3-0-3

An intensive study of the political, social, cultural and economic development of the United States from 1914 to the present.

Hi 313 RUSSIAN HISTORY 3-0-3
Hi 314 RUSSIAN HISTORY 3-0-3

The development of Russia from its medieval origins to the present, with emphasis placed upon the development of Czarist institutions, and on Russia since the revolution of 1917.

Hi 317 NINETEENTH CENTURY EUROPE 3-0-3

A portrayal of the history of Europe from the Congress of Vienna to World War I, with particular emphasis on the political, social, and economic, and diplomatic development of Europe in this period.

Hi 318 TWENTIETH CENTURY EUROPE 3-0-3

A general survey of World War I, and a characterization of 20th century society; the focus is on the rise to totalitarian ideologies, the plight of democracy, the great depression, and the effect of both World Wars.

Hi 323 HISTORY OF THE FAR EAST 3-0-3
Hi 324 HISTORY OF THE FAR EAST 3-0-3

A broad survey of Chinese, Japanese, and Korean history from the beginning to the present. Study includes political, economic, social, religious, and philosophical development as well as the response of the Far East to the western impact.

Hi 327 HISTORY OF AFRICA 3-0-3

A survey of the history of Africa, with special emphasis on the growth of African states and empires, the impact of Islam, and the development and break-up of the age of imperialism.

Hi 328 HISTORY OF LATIN AMERICA 3-0-3

A concentration on Latin American development since Independence, with stress placed on the twentieth century political and economic developments as they relate to United States policy.

Hi 390 HISTORICAL METHODS AND HISTORIOGRAPHY 3-0-3

A thorough examination of the problems involved in the development of the historical concept through the ages, the means employed by historians in pursuit of their craft, and finally, the study of the historians themselves. Students will prepare several research papers as assigned by the instructor. Required of junior majors in history.

Hi 371-380 SPECIAL PROBLEMS 3-0-3

This course is a special subject chosen each semester and may be repeated for credit.

Hi 403 DIPLOMATIC HISTORY OF THE UNITED STATES 3-0-3 Prereq. Hi 302 or P.O.I.

A study of the major developments in the international relations of the United States from colonial times to the present day.

Hi 406 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES 3-0-3

An examination of the major social and intellectual movements in the United States from the colonial period to the present. Special attention will be given to the different moods and attitudes of the people of the United States throughout their history.

Hi 411 THE ANCIENT WORLD 3-0-3

A survey of the Ancient Orient, followed by detailed consideration of Greece, Hellenistic imperialism, Rome, and the rise and fall of the Roman Empire. Emphasis on social, political, and cultural problems of the general period.

Hi 412 MEDIEVAL HISTORY 3-0-3

A survey of the history of Europe from 300 A. D. to 1500 A. D.; development and subsequent decline of medieval institutions; emphasis on the religious, political, economic, and intellectual currents in the West and to some extent in the East, on the development of the Christian Church and Christian thought and philosophy in their historic setting, and on the early foundation of modern Europe.

Hi 481-490 INDEPENDENT STUDY Variable credit P.O.I.

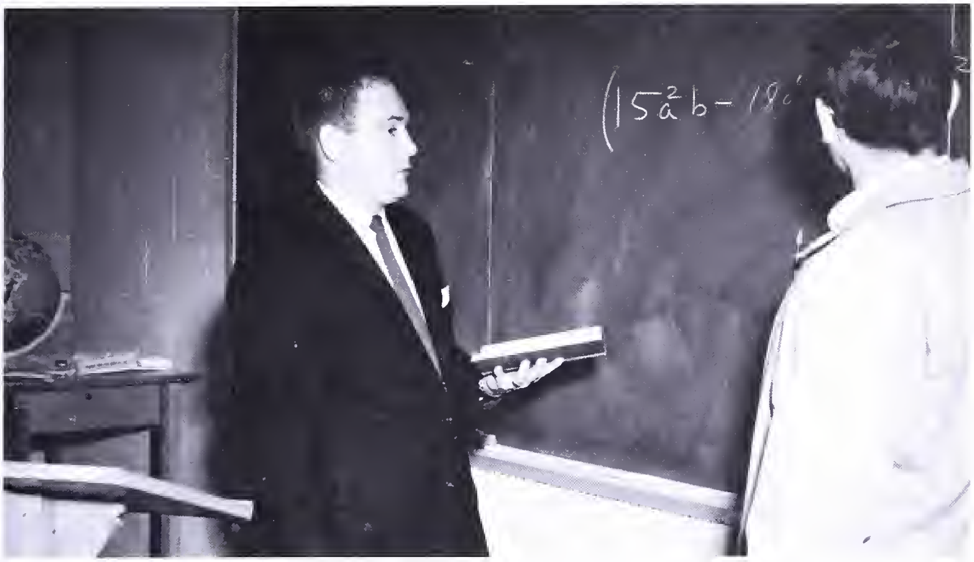
Designed to offer an opportunity to make use of techniques of historical interpretation in specific problem areas. Approval of the Dean of the Faculty is necessary.

Hi 498-499 HISTORY SEMINAR 3-0-3

A special course designed primarily for senior majors in the department. Research is an integral part of the learning experience.

Ed 305 SEMINAR II: SOCIAL STUDIES 6-3-6

(See Education)



DEPARTMENT OF MATHEMATICS

Professor: Bossler
Associate Professor: D. Koontz *(Chairman)*
Assistant Professors: Dolan, Shubert, J. Koontz, Morse, Blaisdell
Instructors: Beery, Stauffer, Leader

The program in mathematics is designed to prepare the mathematics major for graduate study, secondary school teaching, or industry; to offer students in the sciences mathematical background for their fields; and to give other students experience with mathematical reasoning and methods.

The program in mathematics generally follows the latest suggestions for a curriculum in mathematics for colleges as reported to the Mathematical Association of American (MAA) by the Committee on Undergraduate Program in Mathematics (CUPM). Instruction is designed to aid in the development of self-reliance, initiative, and confidence as well as to provide mathematical information.

Major in the Department

Mathematics: Minimum of 36 hours distributed as follows: Ma 121, 122, 201, 222, 301, 302, 342 and 12 from other 300 or 400 mathematics courses open to majors.

Modern Language: 6 hours.

It is strongly recommended that students who anticipate possible advanced study in mathematics, statistics, or computer science elect mathematics 421 and 422.

Area of Concentration for Elementary Education Majors

Requirements: A minimum of 24 hours: Ma 121, 151, 201, 311, 312, 341 and the remaining must be chosen from math 101, 122, 301, 302, 342. Ma 301 and 302 may be substituted for Ma 311 and 312.

COURSES OF INSTRUCTION

Ma 001 REMEDIAL MATHEMATICS 3-0-0

Designed for the students who do not have sufficient competency in secondary school mathematics to prepare them for Ma 101. This course may not be taken for college credit.

Ma 101 ELEMENTARY FUNCTIONS 4-0-4

This is a precalculus study of the idea of a function and of particular classes of functions: polynomials, rational functions, algebraic functions, logarithms, general powers, exponential and trigonometric functions. These are studied using algebra and coordinate geometry techniques.

Ma 121 INTRODUCTORY CALCULUS 4-0-4 Prereq. Ma 101 (competency)

Differential and integral calculus of the elementary functions with associated analytic geometry.

Ma 122 MULTIVARIABLE CALCULUS 4-0-4 Prereq. Ma 121

Differential and integral calculus of real valued functions of several variables; an introduction to differential equations.

Ma 151 PROBABILITY AND STATISTICS 3-0-3

A study of the basic notions of probability and the interpretation of common statistical measures. Use of graphs, frequency distributions, averages, measures of dispersion, with an introduction to sampling and correlation.

Ma 152 MATHEMATICS OF FINANCE 3-0-3

Simple interest, logarithmic computation, compound accumulation and present value, general annuities, certain bonds, sinking funds, and introductory life insurance and life annuities.

Ma 201 LINEAR ALGEBRA 3-0-3 Prereq. Ma 121

An introduction to linear algebra including matrices, determinants, applications to systems of linear equations, and linear transformations.

Ma 222 THEORY AND TECHNIQUES OF CALCULUS 4-0-4 Prereq. Ma 122

Techniques of one variable calculus, limits, infinite series, differential equations.

Ma 301 ABSTRACT ALGEBRA I Prereq. Ma 201 3-0-3
Ma 302 ABSTRACT ALGEBRA II Prereq. Ma 301 3-0-3

A study of fundamental set theory, relations, mappings, groups, number systems, integral domains, divisibility, congruences, modular arithmetics, fields, polynomials over integral domains and over fields, vector spaces, linear transformations.

Ma 311 MODERN MATHEMATICS FOR ELEMENTARY EDUCATION 3-0-3 Prereq. Junior Elementary Education Majors

Ma 312 MODERN MATHEMATICS FOR ELEMENTARY EDUCATION 3-0-3 Prereq. Ma 311

A course designed to present mathematical concepts needed by prospective elementary school teachers. Sets, logic, induction, sets of numbers, numeration systems, operations, algorithms, geometry, problem solving, and other topics.

Ma 321 ADVANCED MULTIVARIABLE CALCULUS 3-0-3 Prereq. Ma 222

Differential and integral vector calculus; Fourier series and boundary value problems.

Ma 341 MODERN GEOMETRY 3-0-3 Prereq. Ma 201

Euclidean and non-Euclidean geometry from a modern viewpoint, acquainting the student with the development of geometric thinking during the past twenty centuries and with recent discoveries.

Ma 342 TOPOLOGY 3-0-3 Prereq. Ma 201, Ma 222

Introductory point set topology stressing topics of importance for the application of topology to real analysis.

Ma 351 MATHEMATICAL STATISTICS I 3-0-3 Prereq. Ma 222

Ma 352 MATHEMATICAL STATISTICS II 3-0-3 Prereq. Ma 351

The concepts and methods of probability and statistics; proofs of theorems presented when possible; applications covered to a limited extent.

Ma 362 NUMERICAL ANALYSIS 3-0-3 Prereq. Ma 201, Ma 222, CS 101

Iterative methods of solving equations, numerical methods of linear algebra, interpolation with polynomials, numerical differentiation and integration, along with numerical solutions of ordinary differential equations.

Ma 371-380 SPECIAL TOPICS IN MATHEMATICS Variable Credit Prereq. Permission of the Department of Mathematics

Directed study in topics of special interest to advanced undergraduate mathematics students.

Ma 421 REAL ANALYSIS I 3-0-3 Prereq. Ma. 342

Ma 422 REAL ANALYSIS II 3-0-3 Prereq. Ma 421

Introduction to modern abstract theory of calculus. Careful analysis of the concepts and properties of point sets, sequences, limits, continuity, derivative, integration, sequences of functions, functions of several variables.

Ma 481-490 INDEPENDENT STUDY Variable Credit

Ed 305 SEMINAR II: Mathematics 6-3-6 (See Education)

DEPARTMENT OF MODERN LANGUAGES

Associate Professors: Graupera, Funk, Porter *(Chairman)*
Assistant Professors: Goodling, Daiga, Lundy, Arbuckle, Ronnefelot
Instructor: Evans

The Department of Languages serves the varied needs of four categories of students: 1.) B.A. candidates with a major in languages, 2.) students preparing for a teaching career in languages, 3.) students whose degree programs require studies in languages, 4.) students taking languages to broaden their cultural background. The courses in languages are designed to provide training in the language, literature, and civilization, whereby the student may gain an understanding and appreciation of the life and the thought of the people.

Major in the Department

The Department of Languages offers instruction in French, German, Spanish, Russian and Esperanto, with majors in French, German and Spanish. A major in the department will include 24 hours of a first language above 201-202 (Intermediate), and 12 hours of second language above 101-102. If Russian is taken as a second language, the 12 hours will include the elementary course. Language majors are encouraged to complement their program with courses in history, humanities, philosophy, and other foreign languages and literature.

Departmental majors planning to teach on the secondary level must include the following courses: French majors—301-302, 322; German majors—301-302; Spanish majors—301, 313.

These students must take at least six hours of 300 courses in their second language (except Russian).

Area of Concentration for Elementary Education Majors

Elementary education majors who elect a modern language for their area of concentration must take 24 hours above 101-102, and at least nine hours of 300 level courses.

COURSES OF INSTRUCTION

FRENCH

Fr 001 REMEDIAL FRENCH 3-1-0

Fr 002 REMEDIAL FRENCH 3-1-0

Fr 101 ELEMENTARY FRENCH 3-1-3

Fr 102 ELEMENTARY FRENCH 3-1-3 Prereq. Fr 101 or equivalent

An audio-lingual approach for students beginning the study of French in college. Includes pronunciation, grammar, pattern drills, and graded reading selections.

Fr 201 INTERMEDIATE FRENCH 3-1-3 Prereq. Fr 102 or equivalent

Fr 202 INTERMEDIATE FRENCH 3-1-3 Prereq. Fr 201 or equivalent

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing. The classroom and the language laboratory procedures incorporate and develop the listening, speaking, and writing skills. Grammar is reviewed supplementarily.

Fr 301 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Fr 202 or equivalent

Fr 302 ADVANCED CONVERSATION AND COMPOSITION 3-0-3

This course aims to develop fluency in speaking, and competency in writing French. It includes a study of idiomatic expressions, special problems in grammar and syntax, vocabulary building, oral and written compositions based mainly on everyday situations.

Fr 321 HISTORY OF FRENCH CIVILIZATION 3-0-3 Prereq. Fr 202 or equivalent

A survey of French life and French institutions, intended as a background for literary studies and as a preparation for the teaching of French. Required of French majors.

Fr 322 PHONETICS AND DICTION 3-0-3 Prereq. Fr 202 or equivalent

A systematic study of the sounds of the French language; training in the improvement of French pronunciation, with special attention to the problems of teachers. Required of French majors.

Fr 411 SURVEY OF FRENCH LITERATURE 3-0-3

Fr 412 SURVEY OF FRENCH LITERATURE 3-0-3

A survey of the major literary trends and a study of the major authors. Offered 1969-70, 1971-72.

Fr 417 FRENCH LITERATURE OF THE MIDDLE AGES AND RENAISSANCE 3-0-3 Offered 1970-71 Prereq. Fr 301 or 321 or P.O.I.

Readings from great prose and poetry of the Middle Ages and Renaissance periods.

Fr 421 FRENCH LITERATURE OF THE AGE OF LOUIS XIV 3-0-3 Offered 1971-72 Prereq. Fr 301 or Fr 321 or P.O.I.

A survey of the Golden Age of French Literature, with special attention to Corneille, Racine, Moliere, La Rochefoucauld, La Fontaine and La Bruyere.

Fr 422 FRENCH LITERATURE OF THE AGE OF REASON 3-0-3 Offered 1971-72 Prereq. Fr 301 or 321 or P.O.I.

Readings and discussion of the "esprit philosophique" in the Age of Enlightenment, as illustrated in the writing of Fontenelle, Montesquieu, Voltaire, Rousseau, and others.

Fr 431 FRENCH LITERATURE OF THE NINETEENTH CENTURY 3-0-3 Offered 1972-73 Prereq. Fr 301 or Fr 321 or P.O.I.

Romanticism, Realism, and Symbolism with selections from the writings of Chateaubriand, Lamartine, Hugo, Flaubert, Baudelaire, Stendhal, Balzac, Verlaine, Rimbaud.

Fr 432 FRENCH LITERATURE OF THE TWENTIETH CENTURY 3-0-3 Offered 1972-73 Prereq. Fr 301 or Fr 321 or P.O.I.

The more recent literary tendencies of France as exemplified in the poetry of Valery, Apollinaire, Cocteau, Prevert; in the plays of Claudel, Giraudoux, Sartre; in the novels of Proust, Gide, Mauriac, Saint-Exupery, Camus.

Fr 481-490 INDEPENDENT READINGS Variable credit

Courses selected to fill the needs of individual seniors and to supplement their selection of courses. An opportunity for senior majors to undertake an independent project in some area of French literature.

GERMAN

Ge 001 REMEDIAL GERMAN 3-1-0
Ge 002 REMEDIAL GERMAN 3-1-0
Ge 101 ELEMENTARY GERMAN 3-1-3
Ge 102 ELEMENTARY GERMAN 3-1-3 Prereq. Ge 101 or equivalent

An audio-lingual approach to the study of the structure of the language. Includes pronunciation, grammar, pattern drills, and reading selections dealing with the historical, cultural, and social aspects of life in Germany.

Ge 201 INTERMEDIATE GERMAN 3-1-3 Prereq. Ge 102 or equivalent
Ge 202 INTERMEDIATE GERMAN 3-1-3 Prereq. Ge 201 or equivalent

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing. The classroom and the language laboratory procedures incorporate and develop the listening, speaking, and writing skills. Grammar is reviewed supplementarily.

Ge 301 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Ge 202 or equivalent

Ge 302 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Ge 301

Intensive practice in speaking and writing everyday German; drill on vocabulary building and study of idioms through oral and written compositions.

Ge 321 GERMAN CIVILIZATION 3-0-3 Prereq. Ge 202 or equivalent

Study of geography, linguistic development, and cultural and political history of German-speaking people.

Ge 411 GERMAN CLASSICISM AND ROMANTICISM 3-0-3 Offered 1970-71 Prereq. Ge 301-302 or 321 or P.O.I.

Ge 412 GERMAN CLASSICISM AND ROMANTICISM 3-0-3 Offered 1970-71 Prereq. Ge 411

Reading of representative works of the period, with emphasis on authors, such as Lessing, Goethe, Schiller and Heine.

Ge 413 GERMAN DRAMA OF THE 19TH CENTURY 3-0-3 Offered 1969-70 Prereq. Ge 301-302 or Ge 321 or P.O.I.

Ge 414 GERMAN DRAMA OF THE 20TH CENTURY Offered 1969-70 Prereq. Ge 301-302 or Ge 321 or P.O.I.

A close examination of the dramas of Grillparzer, Hebbel, Hauptmann, Brecht, and others.

Ge 417 GERMAN LITERATURE SINCE GOETHE 3-0-3 Offered 1971-72 Prereq. Ge 301-302 or Ge 321 or P.O.I.

Ge 418 GERMAN LITERATURE SINCE GOETHE 3-0-3 Offered 1971-72 Prereq. Ge 301-302 or Ge 321 or P.O.I.

Reading and discussion of the works by German Realists, Naturalists, Expressionists, and contemporary authors.

Ge 422 EARLY GERMAN LITERATURE 3-0-3 Prereq. Ge 202 or equivalent

A survey of German Literature from the beginning to the time of Goethe; lecture, reading, discussion, and reports.

Ge 481-490 INDEPENDENT READINGS Variable Credit

Courses selected to fill the needs of individual seniors and to supplement their selection of courses.

An opportunity for senior majors to undertake a project in some area of German Literature.

SPANISH

Sp 001 REMEDIAL SPANISH 3-1-0
Sp 002 REMEDIAL SPANISH 3-1-0
Sp 101 ELEMENTARY SPANISH 3-1-3
Sp 102 ELEMENTARY SPANISH 3-1-3 Prereq. Sp 101 or equivalent

An audio-lingual approach to the study of the structure of the language. Includes pronunciation, grammar and pattern drills and reading of selections to acquaint the student with Spanish speaking civilizations.

Sp 201 INTERMEDIATE SPANISH 3-1-3 Prereq. Sp 102 or equivalent
Sp 202 INTERMEDIATE SPANISH 3-1-3 Prereq. Sp 201 or equivalent

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing. The classroom and the language laboratory procedures incorporate and develop the listening, speaking, and writing skills. Grammar is reviewed supplementarily.

Sp 301 SPANISH CONVERSATION 3-0-3 Prereq. Sp 202 or P.O.I.

A course designed to give the student opportunities to communicate effectively with some fluency in various situations.

Sp 313 ADVANCED GRAMMAR AND COMPOSITION 3-0-3 Prereq. Sp 202 or qualifying score in competency test.

A detailed study of the structure of the language. Includes varied exercises, related translations and original compositions.

Sp 314 SURVEY OF SPANISH LANGUAGE 3-0-3 Prereq. Sp 313 or P.O.I.

Origin and evolution of Spanish, etymology, morphology, idiomatic and figurative Spanish. Phonology and versification.

Sp 321 SPANISH CIVILIZATION 3-0-3 Prereq. Sp 313 or P.O.I.

An introduction to the significant periods of Spanish culture, their characteristics and contributions.

Sp 322 SPANISH AMERICAN CIVILIZATION 3-0-3 Prereq. Sp 313 or P.O.I.

An introduction to the civilization of the Spanish American countries, their historical evolution, their institutions, their spiritual life.

Sp 411 SPANISH LITERATURE 3-0-3 Offered 1969-70, 1971-72 Prereq. Sp 321 or P.O.I.
Sp 412 SPANISH LITERATURE 3-0-3 Offered 1969-70, 1971-72 Prereq. Sp 411, 321 or P.O.I.

A survey of the principal literary trends and a study of the major authors up to 1700, and from 1700 to the present.

Sp 413 SPANISH AMERICAN LITERATURE 3-0-3

Sp 414 SPANISH AMERICAN LITERATURE 3-0-3 Offered 1970-71 Prereq. Sp 322 or P.O.I.

A survey of the major literary developments and a study of the major authors of Spanish American from the conquest to the present time.

Sp 421 CERVANTES 3-0-3 Offered 1970-71 Prereq. Sp 411 or P.O.I.

A study of the man and his works. Don Quixote and its universal significance.

Sp 422 GOLDEN AGE OF DRAMA 3-0-3 Offered 1970-71 Prereq. Sp 411 or P.O.I.

A survey of Spain's outstanding dramatists—Lope de Vega, Tirso de Molina, Ruiz de Alarcon and Calderon de la Barca.

Sp 431 THE GENERATION OF 1898 3-0-3 Offered 1969-70 and 1971-72 Prereq. Sp 412 or P.O.I.

A study of the great figures who brought about a revival in Spanish critical thinking.

Sp 432 CONTEMPORARY SPANISH LITERATURE 3-0-3 Offered 1969-70 and 1971-72 Prereq. 412 or P.O.I.

A survey of the major literary trends of the post-war generations.

Sp 481-490 INDEPENDENT READINGS Variable Credit

Courses selected to fill the needs of the individual seniors and to supplement their selection of courses.
An opportunity for senior majors to undertake a project in some area of Spanish or Spanish American Literature.

RUSSIAN

Ru 001 REMEDIAL RUSSIAN 3-1-0

Ru 002 REMEDIAL RUSSIAN 3-1-0

Ru 101 ELEMENTARY RUSSIAN 3-1-3

Ru 102 ELEMENTARY RUSSIAN 3-1-3 Offered 1969-70 and 1971-72 Prereq. Ru 101 or equivalent

The essentials of grammar, drill in pronunciation, practice in speaking, writing, and translation from prose selections.

Ru 201 INTERMEDIATE RUSSIAN 3-1-3 Prereq. Ru 102 or equivalent

Ru 202 INTERMEDIATE RUSSIAN 3-1-3 Offered 1970-71 Prereq. Ru 201

A further study of grammar and practice in conversation; reading, and translation devoted to the geography, history, religion, and culture of Russia.

ESPERANTO

Esp 101 ESPERANTO Non-Credit

A study of the international language, Esperanto, including grammar, readings, and conversation. A student having completed this course satisfactorily may receive a diploma issued by the Esperanto Association of North America. Offered on demand.

Ed 305 SEMINAR II: Languages 6-3-6 (See Education)

DEPARTMENT OF MUSIC

Professor Emeritus: Fisher
Professor: Shull *(Chairman)*
Associate Professor: Willoughby *(Acting Chairman, 1969-70)*
Assistant Professor: Kitchen, Simmers, Stites
Instructors: Carnahan, Harrison

The development and transmission of music as an evolutionary aspect of history and as an art, the performance of its past and present literature, making each age aware of and sensitive to the art, and providing society with avenues for developing a keen sense of musical and aesthetic values are the primary responsibilities of musicians and music teachers. To this purpose, within its sphere of influence on and off campus, the Music Department is dedicated.

To meet these objectives, the department offers music for those who wish to prepare themselves for professional careers, but also has many opportunities for all students to cultivate and express music avocational interests through a variety of classes, private instruction, and choral and instrumental ensembles.

Majors in the Department

B.S. WITH MAJOR IN MUSIC EDUCATION

The Music Department offers a major in music education for those students who wish to be certified as public school music teachers. This program qualifies its graduates as teachers of vocal and instrumental music on both the elementary and secondary levels in the state of Pennsylvania. Program Approval Status has been granted by the Pennsylvania Department of Public Instruction.

The basic purposes of the professional courses are to develop sound musicianship and understanding of theoretical laws and concepts of music, contribute to a comprehension of music as an artistic means of expression and communication, provide prospective teachers with the knowledge, teaching techniques, and musical skills for fulfilling their roles in school and community life, and to develop performing proficiency as a means of artistic and intellectual enrichment for the performer and the listener.

The courses required in the major are Music 101-102, Music 103-104, Music 201, Music 203-204, Music 208, Music 231, Music 234, Music 241-242, Music 311-312, Music 321-322, Music 341, Music 343-344, Music 408, Music 441-442, Music 471, a minimum of 12 hours in private instruction, a minimum of eight hours of ensemble credit, and Education 205.

Demonstrated proficiency in piano and voice is required before a student will be permitted to enroll for Music 471 (Student Teaching).

B.A. WITH A MAJOR IN MUSIC

This program permits interested students to develop their musical abilities, interests, and competencies in a flexible developmental approach to learning. Each student will be expected to achieve minimum competencies in theory, history, and literature and performance; but each student, under the guidance of a departmental advisor, selects a program of studies which provides the maximum opportunities for meeting individual needs. A minimum of forty semester hours of music courses are required, and a senior recital is expected of all candidates.

The following courses are suggested as a general guide:

Music 101-102, Music 103-104, Music 201, Music 203-204, Music 321 and/or 322, Music 419,Music 441-442, one course in music literature of church music, twelve semester hours of credit in applied music, and three semester hours credit in ensemble.

Area of Concentration for Elementary Education Majors

The Music Department also offers a concentration in music for elementary education majors. This area of study provides the prospective classroom teacher with opportunities to develop sensitivity to musical and aesthetic values, gain a comprehension of elementary school children's musical capabilities and interests, and the knowledge and skills necessary for carrying out an effective program of musical activities in the classroom.

This concentration includes courses for developing skills in basic music theory, understanding of music history and literature, proficiency in piano, voice, and ensemble performance, and familiarity with teaching techniques and materials applicable to the elementary school music curriculum.

The required courses in the concentration are Music 103-104, Music 217-218, Music 315, Music 415 or 417, five semester hours in private instruction in piano and voice, three hours credit in ensemble, and a three-hour music elective.

COURSES OF INSTRUCTION

MUSIC COURSES

Mu 101 BASIC MUSIC THEORY 3-0-3

An introductory course, open to any student, dealing with basic rhythmic, melodic, harmonic, and structural elements of music. Analysis and creative writing are included.

Mu 102 HARMONY 3-0-3 Prereq. Mu 101

A study of chords and chord inversions, non-chordal tones, and simple modulations. Opportunity throughout the semester for analysis of varied styles and creative expression.

Mu 103 SIGHT-SINGING AND EAR TRAINING 0-2-1
Mu 104 SIGHT-SINGING AND EAR TRAINING 0-2-1 Prereq. Mu 103

A course designed to cultivate aural and oral skills in music. Includes singing and writing of rhythmic, melodic, and harmonic progressions dictated by voice, piano, or tape.

Mu 111-112 VOICE CLASS 0-2-1

A basic study of the fundamentals of breath control, tone production and development of vocal technique. Open to all students.

Mu 113-114 PIANO CLASS 0-2-1

This class is designed to develop basic piano skills and knowledge of music theory fundamentals. Daily practice is required. Class enrollment is limited to six and offered only upon sufficient demand.

Mu 201 ADVANCED HARMONY 3-0-3 Prereq. Mu 102

A continuation of Music 101-102 involving more intensive and detailed study of harmonic techniques of the 18th-20th centuries. Survey and application of seventh, ninth, and eleventh chords; borrowed and altered chords, and more involved modulations. Stress upon individual creative work and composition throughout the course.

Mu 203-204 ADVANCED SIGHT-SINGING AND EAR TRAINING 0-2-1 Prereq. Mu 104

A continuation of Music 103-104 involving further development in sight-reading and dictation abilities. Three and four-part writing stressed in the second semester. Extensive part-singing training an integral phase of the course.

Mu 208 KEYBOARD HARMONY 2-0-2 Prereq. Mu 201

A course designed to develop skills in harmonizing melodies at the piano using various appropriate chord structures, modulatory progressions, and suitable piano accompaniments for given melodies. Some attention given to improvization techniques.

Mu 212 CHURCH MUSIC 2-0-2

A study of the music of the Christian Church-historical, thoretical, and practical-preparing the student for better musical participation or leadership in any Protestant denomination.

Mus 217 FUNDAMENTALS OF MUSIC 3-0-3

A brief survey of the elements of acoustics; the history of music, and most major musical forms; a basic study of instruments, band and orchestra; voice and choirs; the elements of notation; and the conducting of classroom singing.

Mus 218 TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL 3-0-3 Prereq. Mus 217

This course acquaints the prospective elementary school teacher with methods and materials used in elementary music programs, including emphasis on singing, listening, creative composition, note reading, and rhythmic activities. Some laboratory experience included.

Mu 231 BRASS CLASS 0-2-1

A course including the method of tone production, fingerings or positions, care and repair, and methods and materials for teaching trumpet or cornet, French horn, baritone, trombone, and bass horn.

Mu 234 PERCUSSION CLASS 0-2-1

A course including the methods of tone production, care and repair, and methods and materials for teaching snare drum, bass drum, cymbals, tympani, and other percussion instruments.

Mu 241 ELEMENTARY STRING CLASS 0-2-1
Mu 242 INTERMEDIATE STRING CLASS 0-2-1 Prereq. Mu 241

A course including the method of tone production, fingerings, care and repair, and methods and materials for teaching violin, viola, violoncello, and double bass.

Mu 311 MUSIC IN THE ELEMENTARY SCHOOL 3-0-3 Prereq. Mu 208

A thorough study of objectives, methods, and materials for elementary school music programs through singing, instrumental, rhythmic, creative and listening activities. Detailed study and use of recent school music songbook series. Observations and laboratory experience included.

Mu 312 MUSIC IN THE SECONDARY SCHOOL 3-0-3

Methods and materials for secondary general music classes and performance groups, with special concentration on the junior high school general music class. Further attention, especially, is given to adolescent voice problems and the successful organization and direction of choral and instrumental performing groups. Observations and laboratory experience included.

Mu 315 HISTORY AND APPRECIATION OF MUSIC 3-0-3

A study of historical art periods with particular attention given to great composers and their outstanding compositions. The primary purpose is to develop a standard of musical taste.

Mu 321-322 CHORAL-INSTRUMENTAL CONDUCTING AND TECHNIQUES 3-0-3 Prereq. Mu 201

A course designed to give students knowledge and facility in directing choruses, bands, and orchestras. Conducting techniques, choral and instrumental techniques and problems, score reading, and interpretation are included.

Mu 341 ADVANCED STRING CLASS 0-2-1 Prereq. Mu 242

A continuation of Music 242 with emphasis upon development of string techniques.

Mu 343-344 WOODWIND CLASS 0-2-1

A course including the methods of tone production, fingerings, care and repair, and methods and materials for teaching flute, oboe, clarinet, bassoon, and saxophone.

Mu 371-380 SPECIAL PROBLEMS Variable Credit

This sequence of numbers permits the departments to offer courses to any group of students who express an interest in a particular area of study not a regular part of the curriculum. Prerequisites are determined according to the nature of each specific course. Courses offered one year may or may not be offered in subsequent years.

Mu 408 FORM AND ANALYSIS 2-0-2 Prereq. Mu 201

A study of the basic principles underlying musical forms with opportunity to analyze their application through auditory and visual music examples.

Mu 415 CLASSICAL-ROMANTIC MUSIC LITERATURE 2-0-2 Prereq. Mu 201, or Mu 315

A survey of instrumental and vocal music of the Classical and Romantic periods.

Mu 417 IMPRESSIONISTIC-MODERN MUSIC LITERATURE 2-0-2 Prereq. Mu 201 or Mu 315

Mu 419 COUNTERPOINT 2-0-2 Prereq. Mu 201

A course emphasizing contrapuntal techniques of the 16th and 17th centuries through representative composers and original compositions. Attention to 18th century counterpoint as time allows.

A survey of instrumental and vocal music from Impressionism to contemporary periods.

Mu 440 BAND AND ORCHESTRA ARRANGING 2-0-2 Prereq. Mu 201 and Mu 208

A course designed to develop the ability to compose or adapt music for concert or marching bands and orchestras. A study of instrument ranges, limitations, and uses and effects in various combinations is included.

Mu 441 HISTORY OF MUSIC 3-0-3 Prereq. Mu 201
Mu 442 HISTORY OF MUSIC 3-0-3

A comprehensive survey of Western music from ancient to modern times. The course includes the evolution of musical forms, styles, and media through careful consideration of music literature and the relation of musical to cultural and historical development.

Mu 451-452 PIANO METHODS AND MATERIALS 2-1-2 Prereq. Mu 252

This course acquaints the pianist with modern methods of piano teaching of children, youth, and adults, and includes a survey of teaching materials for various stages of progress. Teaching demonstrations and experience will be a part of the course.

Mu 471 STUDENT TEACHING IN MUSIC—8 Prereq. Mu 231, Mu 234, Mu 311, Mu 312, 341, 343-344

Includes teaching experience in both elementary and secondary music classes. Instrumental and vocal experience is required.

Mu 481-490 INDEPENDENT STUDY—Variable Credit

Prerequisite—24 hours in music courses; permission of the instructor, Chairman of the Department, and Dean of the Faculty.
The purpose of this class is to offer individual students opportunities for musical composition, arranging, or research under faculty supervision.

APPLIED MUSIC AND MUSIC ORGANIZATIONS

A maximum of eight semester hours in Applied Music and/or Music Organizations may be applied towards an A.B. or B.S. degree (except music education majors or those seeking a music major in the B.A. degree program). No credit in music organizations is given unless attendance at rehearsals and public performances is satisfactory and unless participation extends over the entire college year.

Mu 251-252-253-254-255-256-257-258	PIANO ½-5-1
Mu 261-262-263-264-265-266-267-268	ORGAN ½-5-1
Mu 271-272-273-274-275-276-277-278	VOICE ½-5-1
Mu 281-282-283-284-285-286-287-288	BAND AND ORCHESTRAL INSTRUMENTS ½-5-1

Students in Applied Music are accepted at any stage of progress, and are advanced as rapidly as their ability will permit. Technical exercises, etudes, and Baroque, Classic, Romantic, and Modern pieces are indispensable elements of study at all times in instrumental applied areas. In Voice, the problems of vocal improvement, technique, breathing and diction are stressed. Songs and arias by Classical, Romantic, and Modern composers are used to develop taste and to build for each student a repertoire which will contain music appropriate for all occasions.

*Mu 360 COLLEGE CHORALE 0-1-½

Members of the College Chorale are selected by audition from the Concert Choir. The ensemble offers specialized study and performance opportunities for vocally advanced students.

*Mu 361 CONCERT CHOIR 0-3-1

Open to any student—acceptance based upon audition at the opening of each college year. In addition to campus and television performances prior to Christmas and participation in the annual Spring Concert, this group sings approximately twenty concerts in churches and schools in Pennsylvania and neighboring states each spring.

*Mu 362 CHORAL UNION 0-2-½

Open to any student (without audition), a large choral group of mixed voices whose purpose is to experience a variety of sacred and secular selections, culminating in several public performances each semester.

*Mu 363 WOODWIND ENSEMBLE 0-1-½
364 BRASS ENSEMBLE 0-1-½
365 FLUTE ENSEMBLE 0-1-½
366 PIANO ENSEMBLE 0-1-½
367 STRING ENSEMBLE 0-1-½

Students who are organized as an ensemble, who meet regularly under faculty supervision, and who have opportunities for public performance may be enrolled.

*Mu 368 STAGE BAND 0-1½-½

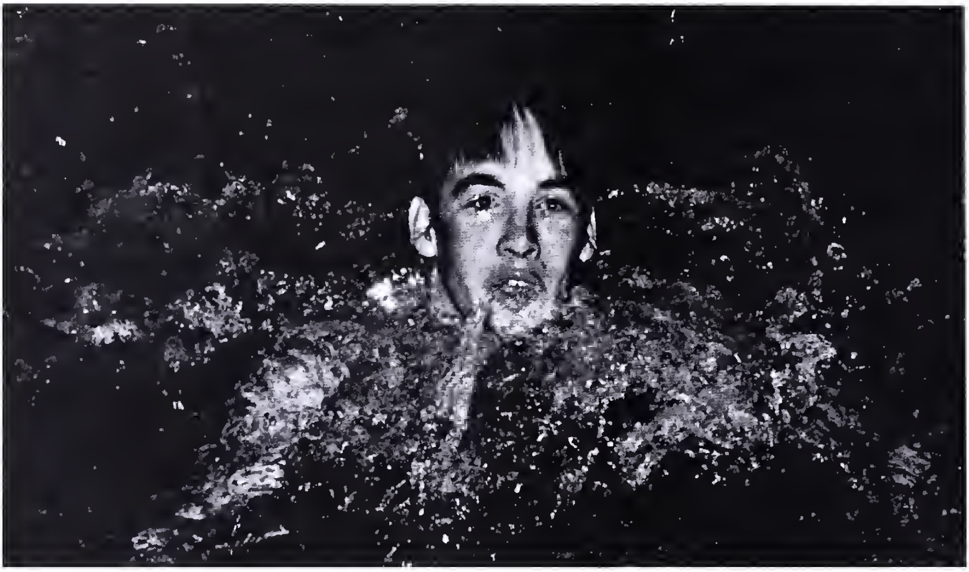
The Elizabethtown College Stage Band serves as an integral part of the college curriculum. It functions as a lab-band and as a touring band playing the best in swing and jazz with the big band sound. Their program of music includes swing, pop tunes, ballads, and jazz including old standards and current progressive jazz.

*Mu 369 CONCERT BAND 0-3-1

Open to any student—acceptance subject to approval by director—performs at home soccer games and on at least four other occasions including May Day, the annual Winter and Spring Concerts, and an all-instrumental program.

---

* May be repeated for credit.



DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

Associate Professor: Wright *(Chairman)*
Assistant Professors: Hess, Tulley *(Athletic Director),* Ober, Nearing, Garrett
Instructors: Kauffman, Whitmore

The Department of Physical Education and Health affords an opportunity for all students to develop an interest in play and recreation that will be of use and pleasure to them during college and later life; to develop social and moral standards such as sportsmanship, teamwork, tolerance, and other character benefits which come from properly conducted play. It affords an opportunity for the development and maintenance of organic power of the body which will aid in good health. The department further provides facilities and opportunities for the improvement of neuro-muscular skills in coordination and correct use of the body.

The required program for all students in the first two years includes practice and instruction in the fundamental skills and elementary training in volleyball, archery, golf, wrestling, basketball, bowling, badminton, tennis, softball, soccer and individual exercise. Women's field hockey and women's lacrosse. Four levels of swimming are offered. They are: beginning, intermediate, senior life saving, and water safety instruction.

Basic Requirement: All students at Elizabethtown College are required to take four semester hours of physical education courses. These include PE 125-135, men; PE 105-115, women; and PE 201-202, coed to be taken during the first two years of college unless otherwise prescribed in a specific program. Eligibility for individually adapted physical activity courses is dependent upon the recommendation of a physician.

COURSES OF INSTRUCTION

PE 105 WOMEN'S TEAM SPORTS 0-2-1

Instruction and practice in the fundamental techniques of field hockey and basketball (fall), volleyball and lacrosse (spring). Stressing the development of basic skills and knowledge of these activities.

PE 115 WOMEN'S SWIMMING 0-2-1

Instruction and techniques of the nine basic strokes—survival swimming and water safety. Classes for beginners and intermediate.

PE 125 MEN'S TEAM SPORTS 0-2-1

Instruction and practice in the fundamental techniques of soccer and wrestling (fall), basketball and softball (spring). Interpretation of the playing rules of these sports.

PE 135 MEN'S SWIMMING 0-2-1

Skills and techniques of the nine basic strokes—survival swimming and water safety. Classes for beginners and intermediate.

PE 155 INDIVIDUALLY ADAPTED PHYSICAL ACTIVITY 0-2-1

Recreational Swimming.

PE 165 INDIVIDUALLY ADAPTED PHYSICAL ACTIVITY 0-2-1

Recreational and table games.

PE 205 COED INDIVIDUAL SPORTS 0-2-1

Fall session: Tennis, badminton and bowling.
Spring session: Bowling, archery and golf.
Skills, rules and playing techniques.

PE 215 COED SPORTS APPRECIATION 2-0-1

Ethics, strategy and rules of our varsity sports program; officiating, physiology of exercise. First Aid, carry over activities and worthy use of leisure time.

PE 217 LIFE SAVING 0-2-1

Knowledge and practice in life saving, water safety and pool management. Meets Red Cross certification requirements. Honors, pass and fail.

PE 218 WATER INSTRUCTOR 0-2-1 Prereq. 217

Advanced skill in life saving, swimming instruction and use of pool equipment. Meets Red Cross Water Instructor certification requirement. Honors, pass, fail.

PE 255 INDIVIDUALLY ADAPTED PHYSICAL ACTIVITY 0-2-1

Individual sports and corrective exercises adapted to needs and abilities of students.

PE 270 ADVANCED INDIVIDUAL SPORTS 3-0-3

Methods, techniques and teaching skills in selected sports. Taught Summer session only.

PE 275 CONTEMPORARY HEALTH PROBLEMS 3-0-3

A study of the physical, mental, and social aspects of personal and community health problems in the contemporary setting. Educational principles applied to teaching in the elementary school situation.

PE 285 ELEMENTARY GAMES AND ACTIVITIES 3-0-3

A study of physical growth of children from ages 4-12 and consideration of games and activities appropriate to physical development of the child in the elementary grades.

PE 481-490 SELF-DIRECTED PHYSICAL EDUCATION ACTIVITY

Maximum 1 semester hour credit. Designed for the student studying abroad or on a work/study program. P.O.I.

ELIZABETHTOWN

DEPARTMENT OF PHYSICS

Associate Professors: Custer *(Chairman),* Sebastian

The Physics Department has five major instructional objectives. They are to educate students in the area of physics: 1.) as preparation for graduate school; 2.) for employment in industry; 3.) for secondary school teaching of physics; 4.) so that some elementary teachers are able to understand and appreciate the ways of physics; 5.) as preparation to pursue an engineering degree.

Phy 111, 112, 211, 212 comprise a helical approach to the introductory study of physics. A student may begin at the level for which he is prepared and end when he desires or when his needs are satisfied. Each succeeding semester will be on a higher level, building on the knowledge previously acquired. The areas of physics introduced will be mechanics, heat, sound, electricity, magnetism, optics, relativity and atomic. Phy 111 is recommended for those students who are not science majors but wish to explore physics. Pre-medical students should complete Phy 211 and chemistry majors Phy 212.

Major in the Department

Phy 212, Phy 306, Phy 312, Phy 403, Phy 404, Phy 408, Phy 490, Ch 101, Ma 222; (Six credits of electives from: Ma 201, Ma 321, Ma 351, Ma 362).

Requirements for Secondary Teaching Concentration in Physics and Mathematics:

Phy 211, Phy 212, Phy 402, Phy 404, Ch 104, Ma 201, Ma 222, Ma 301, Ma 302; (Six credits of electives—any mathematics courses in the 300 or 400 levels).

Area of Concentration for Elementary Education Majors

A minimum of 24 semester hours in the department including physics through 212 and electives.

COURSES OF INSTRUCTION

Phy 111 General Physics I 3-2-4

One year of high school algebra and one year of high school geometry is recommended. The student's study will cover various areas of physics and will be conceptually and experimentally oriented.

Phy 112 General Physics II 3-2-4

One year high school physics of Phy 111 or one year of high school algebra and one year high school geometry of Ma 101 is a prerequisite. The student is assumed to be in the first stages of studying physics, having been previously introduced to the subject.

Phy 211 General Physics III 3-2-4 Prereq. Phy 112 Coreq. Ma 121

The material will be of a nature lying between that suitable for students who desire only to have a feeling for physics and those desiring a mastery of the fundamentals of physics.

Phy 212 General Physics IV 3-2-4 Prereq. Phy 211 and Ma 122

This course prepares the student to enter any of the advanced physics courses required for a physics major or concentration or so that his physics needs will be essentially satisfied to pursue a career in other sciences. A more mathematical, calculus oriented, approach will be used.

Phy 305 Introduction to Theoretical Mechanics 3-0-3 Prereq. Phy 212, Ma 222
Phy 306 Introduction to Theoretical Mechanics 3-0-3 Prereq. 305

A study of force, acceleration, work, energy, impulse, and momentum. Linear and rotary motion will be analyzed including the use of various types of reference coordinates and vector analysis.

Phy 311 Atomic Physics 3-0-3 Prereq. 212 and Ma 222

A study of atomic and molecular structure, the quantum theory of radiation and spectra.

Phy 312 Nuclear Physics 3-3-4 Prereq. Phy 401

A study of radioactivity, nuclear forces, nuclear reactions and particles.

Phy 403 Kinetic Theory and Thermodynamics 3-0-3 Prereq. Phy 212 and Ma 222

A study of the kinetic theory of matter and of the principles of thermodynamics including temperature, heat, work internal energy, entropy, enthalpy and statistics.

Phy 404 ELECTRONICS 3-3-4 Prereq. Phy 212 and Ma 222

The basic components of electronic circuits will be studied, including vacuum tubes, transistors, and diodes. Fundamental circuits will be analyzed.

Phy 407 ELECTRICITY AND MAGNETISM 3-0-3 Prereq. Phy 212 Coreq. Ma 222
Phy 408 ELECTRICITY AND MAGNETISM 3-3-4 Prereq. Phy 303

The theory of the static and dynamic forces and fields associated with basic particles, electrical components, measurements, alternating current, radiation and Maxwell's equations.

Phy 490 SEMINAR 2-0-2 Prereq. P.O.I.

Experimental or theoretical study under the direction of a staff member. A formal report of work will be required.

Dr 115 DRAWING AND DESCRIPTIVE GEOMETRY 1-5-2
Dr 116 DRAWING AND DESCRIPTIVE GEOMETRY 1-5-2 Prereq. Dr 115

A study of reference planes, points, lines, curved surfaces, revolutions, true sizes, intersections, othographic projection, isometric drawing, auxiliary views, sections, and developments. Offered alternate years, 1970-71.

EARTH SCIENCE

ES 101 EARTH SCIENCE I 3-2-4

Earth processes and their effects on the materials, structure, and morphology of the earth's crust: practicum includes field work, study of rocks, minerals, dynamic models, and topographic maps.

ES 102 EARTH SCIENCE II 3-2-4

The evolution of the earth as determined from a study of astronomy, meteorology, and historical geology; practicum includes astronomical observation techniques, meteorological observation and analysis, geological problems and fossils.

ES 103 WORLD GEOGRAPHY 3-0-3

A study of the physical factors in man's environment and his adjustment to them; the world's landform features and mineral resources, climates, soils, and vegetation types and the political, economic, and social responses of man to them.

ES 106 GEOGRAPHY OF THE UNITED STATES AND PENNSYLVANIA 3-0-3

A study of the geography of the United States including physiography, climate, soil, natural vegetation, cultural, economic and political patterns. Special attention is given to the geography of Pennsylvania.

Ed 305 SEMINAR II: Science 6-3-6 (See Education)

DEPARTMENT OF POLITICAL SCIENCE

Professor: Garber *(Chairman)*
Assistant Professor: Lamontagne
Instructor: Selcher

The purposes of the department and its course of study are to help the student to think rationally about political questions—in other words to analyze facts, synthesize arguments, reach conclusions—to emphasize the importance of participation in the political life of the community and to show the relation that exists between political science and other disciplines. Though politics is the major focus of the department, political problems are viewed from philosophical, moral, historical, legal, administrative, and behavioral frames of reference. The contributions of economists, psychologists, and sociologists to the main body of knowledge in political science have been numerous and significant.

Courses offered by the department for beginning students deal with the nature and place of politics in society, with the purposes, organization, and operation of political institutions and forces. Courses and seminars offered for those who become majors or who take additional work in political science deal with political theory, comparative political systems, public administration, international relations and organization, and techniques of political analysis.

Major in the Department

The major in Political Science requires a minimum of 33 semester hours in courses analyzing the structures and processes of modern political communities and concerned with theories of government, international relations and organization. These courses must include American National Government, International Relations, Political Theory, Comparative Governments, and Senior Seminar.

Political Science majors should complement these courses by electives chosen among: *Anthropology*—Physical Anthropology, Cultural Anthropology: *Business*—Principles of Economics, Comparative Economic Systems, Development of Economic Doctrine, International Economics, Introduction to Data Processing, Public Finance; *History*—Topics in the History of Western Civilization, History of the United States, Nineteenth Century Europe, Twentieth Century Europe, Diplomatic History of the United States; *Psychology*—Social Psychology, Statistics and Experimental Design in Behavioral Research; *Sociology*—Racial and Ethnic Relations, The Community, Social Dynamics, The Individual and Society, Social Institutions.

Area of Concentration for Elementary Education Majors

Elementary Education majors wishing to elect Political Science as an area of concentration, are required to take the following courses for a total of 24 hours of credit: Introduction to Government, American National Government, State and Local Government, Political Parties and Pressure Groups, Constitutional Law, International Relations, Comparative Government, Politics of Developing Nations. The elementary education major will teach good citizenship to the students of the public school. For themselves and for their students they need an interest in affairs affecting citizens, information concerning these affairs, an open-minded formulation of attitudes based on information and sound reasoning, and translation into civic action of the views which they have developed.

COURSES OF INSTRUCTION

PS 105 INTRODUCTION TO GOVERNMENT 3-0-3

A study of the basic functions of government contrasting the differences between democratic and totalitarian forms. Emphasis is also placed on the citizen's role and the ways in which he can influence the policies of governmental institutions within the context of a society such as the United States. This course is not open to political science majors.

PS 115 AMERICAN NATIONAL GOVERNMENT 3-0-3

This course encompasses a survey of the political institutions of the United States and their evolution to the present day. Emphasis is placed on the political philosophy of the Founding Fathers, and on the role of the executive, legislative and judicial branches of government on the national level. Contemporary problems are discussed within the context of the political process.

PS 201 STATE AND LOCAL GOVERNMENT 3-0-3

A study of governmental organization and functions at the state, county, city and township levels. Stress is placed on the importance of state and local political institutions within the context of American federalism.

PS 205 INTERNATIONAL RELATIONS 3-0-3

A survey of the political, economic, legal, military, and psychological factors influencing the relations among states, including consideration of national interest, foreign policy, diplomacy, alliances, principles of the balance of power, and collective security arrangements.

PS 302 POLITICAL THEORY 3-0-3

An analysis of the development of significant political ideas from the Greek city-state to the present.

PS 304 COMPARATIVE GOVERNMENTS 3-0-3

A structural-functional comparison of the political systems of selected foreign nations, emphasizing party systems, political cultures, and executive-legislature relations, in the context of historical development.

PS 305 POLITICAL PARTIES AND PRESSURE GROUPS 3-0-3

A concentrated study of political parties and pressure groups. Attention is placed on basic definitions and on popular stereotypes; identification of factors composing the practical functioning framework; organization and operation; major problems in contemporary America politics.

PS 308 INTERNATIONAL ORGANIZATION 3-0-3

The operations of such international organizations and regional institutions as the United Nations, the Organization of American States, the North Atlantic Treaty Organization, European Community, Latin American Free Trade Association, Central American Common Market.

PS 310 PUBLIC ADMINISTRATION 3-0-3

A course concerned with the general management of government offices with emphasis on federal and state offices; includes organization of executive offices, administrative controls, personnel procedures, and methods to achieve administrative objectives.

PS 371-380 SPECIAL PROBLEMS 3-0-3

Readings and discussions in topical areas and problems of political science. Topic of the courses will be chosen in accord with the needs of the students. Research project usually required.

PS 404 POLITICS OF DEVELOPING NATIONS 3-0-3 Prereq. PS 115 or PS 304

General theories of political development will be analyzed and applied in terms of specific case studies of contemporary nation-building. The political dimensions of change in developing nations will be related where relevant to social and economic aspects of change—with realistic discussion of the problems of progress from traditional through transitional to modern societies.

PS 405 CONSTITUTIONAL LAW 3-0-3

A study of the evolution and development of the American Constitution. Leading decisions of the Supreme Court are studied and evaluated with emphasis on current decisions and cases. Potential interpretations and changes are discussed in the light of historic as well as recent developments.

PS 481-490 INDEPENDENT STUDY Variable Credit

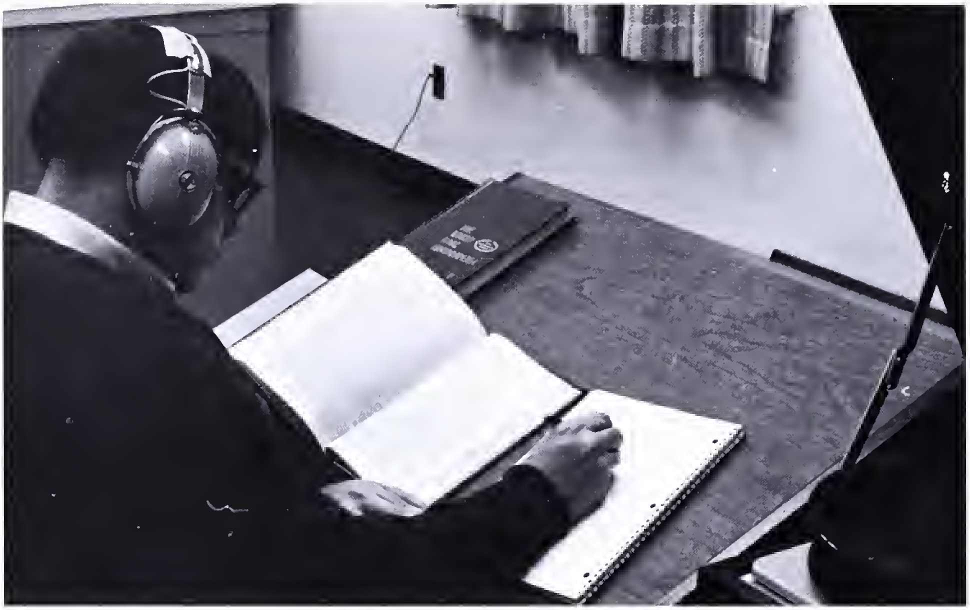
Designed to offer independent study, making use of techniques of political science in specific problem areas.

PS 497 INTERNSHIP - -3

Applied field experience as junior assistants in public and private offices involved in the day-to-day operations of government in Harrisburg, Pennsylvania.

PS 498-499 SENIOR SEMINAR 3-0-3

A study of research techniques and the development of modern methods of analysis and presentation of data in the field of political science. A major research project is required. Three hours of additional credit can be earned by political science majors participating in a special seminar organized in Harrisburg, Pennsylvania, to discuss State Government affairs with public officials, political figures, and lobbyists.



DEPARTMENT OF PSYCHOLOGY

Associate Professor: Yancey *(Chairman)*
Assistant Professors: Baker, Sullivan
Instructors: Dennis, Schenck

Although psychology includes a diversity of problems and attracts people with widely different interests, psychologists are unified in a common concern with describing, predicting, and understanding human and animal behavior. Because of this common concern, psychology has many relationships with other disciplines. The history of psychology is deeply rooted in philosophy and in the natural sciences. Psychology as a science has its origins in the biological and social sciences. In the application and utilization of knowledge, psychology is involved with other fields such as education, engineering, medicine, law, religion, psychiatry, business and social work.

A semester at Merrill-Palmer Institute may be planned as part of the major program.

Major in the Department

The program for majors includes the following courses: (asterisks indicate laboratory courses) Psychology 105, 203*, 204*, 332*; two of the following three courses: Psychology 307*, 308*, 325*, 321, 322, 403, 404, and 443. Thus a major is required to have a minimum of five laboratory and five lecture courses (35 semester hours) beyond the introductory course in his major field. Majors should select Biology 103-4 as their general education requirement in science.

Area of Concentration for Elementary Education Majors

Elementary Education majors may select Psychology as an area of concentration. The suggested curriculum for such a major is as follows: Psychology 105, 203, 205, 315, and any other departmental courses they wish to elect for a total of 24 hours. This suggested curriculum can be waived in favor of any meaningful program developed by the student himself.

COURSES OF INSTRUCTION

Psy 105 GENERAL PSYCHOLOGY 3-0-3

An introduction to the study of behavior—objectively, systematically, experimentally, and quantitatively; consideration of such topics as motivation, learning, emotions, personality, sensory and perceptual processes. This course is a prerequisite to all advanced courses in psychology.

Psy 203 EXPERIMENTAL PSYCHOLOGY 3-2-4 Prereq. Psy 105
Psy 204 EXPERIMENTAL PSYCHOLOGY 3-2-4 Prereq. Psy 203

Provides an introduction to methods of experimentation and statistical analysis as applied to classical and current research problems in psychology. Specific topics will be chosen from the fields of learning, sensation, perception, and emotion. Communicating research findings via written reports and familiarity with the literature in the given fields will be emphasized.

Psy 205 EDUCATIONAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

The application of the principles of psychology to the problems of learning and teaching, including a study of classroom situations.

Psy 307 COMPARATIVE PSYCHOLOGY 2-4-4 Prereq. Psy 105 and Bio 104

A study of the major contributions made in the field of behavioral research by animal experimentation. The topics treated most intensively are: learning, sensory processes, individual differences, and the biological basis of behavior. The relevance of animal research to the understanding of human behavior is stressed. This is a laboratory course which involves the student in actual animal experimentation.

Psy 308 PHYSIOLOGICAL PSYCHOLOGY 3-2-4 Prereq. Psy 105 and Bio 104

Study of the fundamental physiological mechanisms known to be important in sensory-motor, motivational and adaptive behavior, with emphasis on the neurological and endocrinological bases of behavior. The laboratory sessions will involve the study of behavioral effects of physiological alterations.

Psy 315 CHILD PSYCHOLOGY 3-0-3 Prereq. Psy 105

The general growth, maturational and developmental aspects of the child from conception through adolescence.

Psy 321 PERSONALITY: THEORY AND RESEARCH 3-0-3 Prereq. Psy 105

Systematic approaches to the analysis of personality will be critically surveyed with respect to their source materials, empirical research substantiating them, and contributions to the understanding of personality development. Factors related to personality integration as well as sources of emotional conflict will be considered, with emphasis on the "normal" personality.

Psy 322 ABNORMAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

Consideration of neurosis, psychosis, personality and organic disorders; their origin, treatment, social significance, and preventive measures. Attention is given to the levels and adequacy of adjustment for both normal and deviant individuals.

Psy 325 DEVELOPMENTAL PSYCHOLOGY 3-2-4 Prereq. Psy 105

A course designed to provide a background in the basic principles of ontogenetic development. Although the entire life cycle from conception to death is covered, special emphasis is given to the changes in behavior that take place during the early growth of the individual. The laboratory involves the student with children at various levels of development.

Psy 332 SOCIAL PSYCHOLOGY 3-2-4 Prereq. Psy 105

This course introduces the student to the application of psychological principles in the understanding of social phenomena. Typical topics of emphasis are: social motivation; language, cognition, and attitude; communication and persuasion; and leadership. The laboratory experience provides the student with (1) an opportunity to apply experimental techniques to social phenomena, or (2) contact with current social issues through local agencies.

Psy 403 HISTORY AND SYSTEMS OF PSYCHOLOGY 3-0-3 Prereq Psy 105

The main emphasis is on the historical roots in philosophy and scientific investigation. Influence of phenomenology, logical positivism, behaviorism, Gestalt, and other schools of thought will be considered.

Psy 404 CONTEMPORARY THEORY IN LEARNING AND MOTIVATION 3-0-3 Prereq. Psy 105

An integrative course designed to compare contemporary theoretical formulations and consider currently important issues and view points through a review of selected theoretical and experimental literature. The interrelations of learning, perception, cognition, and motivation will be stressed.

Psy 411 INDUSTRIAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

A survey of the subject matter and techniques most often associated with the field of industrial psychology. These include: personnel selection, performance appraisal, training, morale, leadership, communication, mental health and human factors research. Attention is also given to the academic base of scientific industrial psychology.

Psy 443 STATISTICS AND EXPERIMENTAL DESIGN IN BEHAVIORAL RESEARCH 3-0-3
Prereq. Psy 105

Emphasis on methodology in research, sampling, descriptive statistics, non-parametric methods, correlation, analysis of variance, and other frequently used statistical tools.

Psy 498-499 SENIOR SEMINAR 3-0-3 P.O.I.

Designed to give the advanced student the opportunity to study intensively some of the current issues in psychological research.

Psy 481-490 INDEPENDENT STUDY IN PSYCHOLOGY Variable P.O.I.

Designed to give the student an opportunity to design and carry out independent psychological research.

DEPARTMENT OF RELIGION AND PHILOSOPHY

Associate Professors: Zeigler, Snowden, Sutphin *(Chairman),* Clemens
Assistant Professors: Puffenberger, Ritterspach

The Religion and Philosophy Department functions as one department within a liberal arts curriculum, the goal of which is to develop the whole person. The fundamental task of the department is to provide the student with sufficient opportunity and curricular resources to focus deliberately and critically upon the basic philosophies, value systems, faith expressions and experiences of mankind. A particular interest of the department members is helping the student gain an understanding of and an appreciation for the Judaeo-Christian tradition, its history, literature, theology, ethics, institutions, and personalities. It is believed that from a disciplined investigation of man's religious and philosophical experiences, the student will gain insight and direction for his own life, as well as preparing himself for leadership in the world of tomorrow.

Major in the Department

A major in the Department of Religion and Philosophy shall complete 33 hours of course work in the department beyond the six hours required in the General Education Core. The major must take at least six hours in each of the Divisions of the Religion and Philosophy Department. Any major in the Department of Religion and Philosophy who seeks a double major may petition the Department to have six hours of the above requirement waived. The student must complete at least thirty hours of upper division courses (numbers 300 and 400) within his total program for the A.B. degree.

Area of Concentration for Elementary Education Majors

An Elementary Education major who selects Religion and Philosophy as his area of concentration shall complete the following requirements in the Religion and Philosophy Department: (1) Any six of the seven courses listed in the General Education Area (Rel 105, 115, 125; 205, 215; Phil 205, 207) for a total of 18 hours. (2) A second level course in the Old Testament (Rel 231 or 232) for three hours. (3) A second level course in the New Testament (Rel 312) for three hours, which will give the student a total of 24 hours.

COURSES OF INSTRUCTION

Rel 105 CONTEMPORARY ETHICAL ISSUES 3-0-3

An examination of current social issues in the light and perspective of contemporary ethical discussion. Consideration will be given to the general community of ethical discourse as well as spokesmen for the various religious communities.

Rel 115 WORLD RELIGIONS 3-0-3

A study of the religious experience and its external forms as they are to be seen in the major religious traditions. Emphasis will be placed upon religion as a facet of man's inner self and as a possible avenue for increased self-understanding.

Rel 125 CONTEMPORARY THEOLOGICAL ISSUES 3-0-3

A constantly changing survey of relevant problems and issues in contemporary theology.

Rel 205 INTRODUCTION TO THE HISTORY, LITERATURE, AND FAITH OF ISRAEL 3-0-3

A study of the history of Israel as a basis for understanding the literature of the Old Testament and Biblical ways of faith. The course also introduces the student to the various tools of Biblical criticism.

Rel 215 INTRODUCTION TO THE HISTORY, LITERATURE, AND FAITH OF CHRISTIANITY 3-0-3

A comprehensive survey of New Testament history, an orientation to the literature of the New Testament and an appreciation of the conditions which gave rise to Christianity.

Rel 231 PROPHETIC LITERATURE IN THE OLD TESTAMENT 3-0-3 Prereq. Rel 200

The course examines the origin and forms of prophecy as a distinct mode of expression in Biblical literature. One of the major prophets (Isaiah of Jerusalem, Second Isaiah, Jeremiah, or Ezekiel) will be selected each semester for detailed examination. Offered 1970-71.

Rel 233 WISDOM LITERATURE IN THE OLD TESTAMENT 3-0-3 Prereq. Rel 200

A study of Israel's most "universal" literature and its treatment of such issues as death, the meaning of life, and the justice of God. The course will examine Job, Ecclesiastes, and Proverbs, as well as the Wisdom of Solomon in the Apocrypha. Special attention will be given to parallels between these books and other Ancient Near Eastern wisdom literature. Offered 1970-71.

Rel 301-302 NEW TESTAMENT GREEK 3-0-3

A study of the fundamentals of koine Greek grammar to enable the student to read the New Testament in its original language. Advanced Greek offered upon request under Independent Study.

Rel 312 NEW TESTAMENT THEOLOGY 3-0-3

The nature and meaning of the early Christian proclamation as seen in the thought patterns and theological insights of the major contributors to the New Testament.

Rel 314 A HISTORY OF THE ANABAPTIST AND PIETISTIC MOVEMENTS 3-0-3

The basic purpose of the course is to study the historical and theological backgrounds in Church history as they relate to the Church of the Brethren.

Rel 317 HISTORY OF CHRISTIAN THOUGHT 3-0-3 Prereq. Rel 100

A survey of representative thinkers in the history of the Christian Church and an examination of the central doctrines of the Christian faith.

Rel 371-380 SEMINAR IN RELIGION 3-0-3 Prereq. 12 semester hours in Religion and Philosophy

An intensive study of a selected aspect of the Christian faith. The course will be rotated among the department staff each semester.

Rel 481-490 INDEPENDENT STUDY Variable Credit Prereq. P.O.I.

PHILOSOPHY

Ph 205 INTRODUCTION TO PHILOSOPHY 3-0-3

An introduction to contemporary issues in philosophy.

Ph 207 ANCIENT AND MEDIEVAL PHILOSOPHY 3-0-3

Readings in primary sources from the Pre-Socratics to Thomas Aquinas.

Ph 209 MODERN PHILOSOPHY 3-0-3

Readings in primary sources from Descartes to Kant.

Ph 302 LOGIC 3-0-3

An introduction to the theory and practice of logic.

Ph 304 CONTEMPORARY PHILOSOPHY 3-0-3

Readings in primary sources of the 19th and 20th centuries.

Ph 352 PHILOSOPHICAL ETHICS 3-0-3

Readings in contemporary ethical analysis. Offered on demand.

Ph 357 AESTHETICS 3-0-3 Prereq. P.O.I.

An inquiry into the nature of the various art forms and their place in experience. Attention is given to the problems attending the description, interpretation, and evaluation of aesthetic objects. Offered 1970-71.

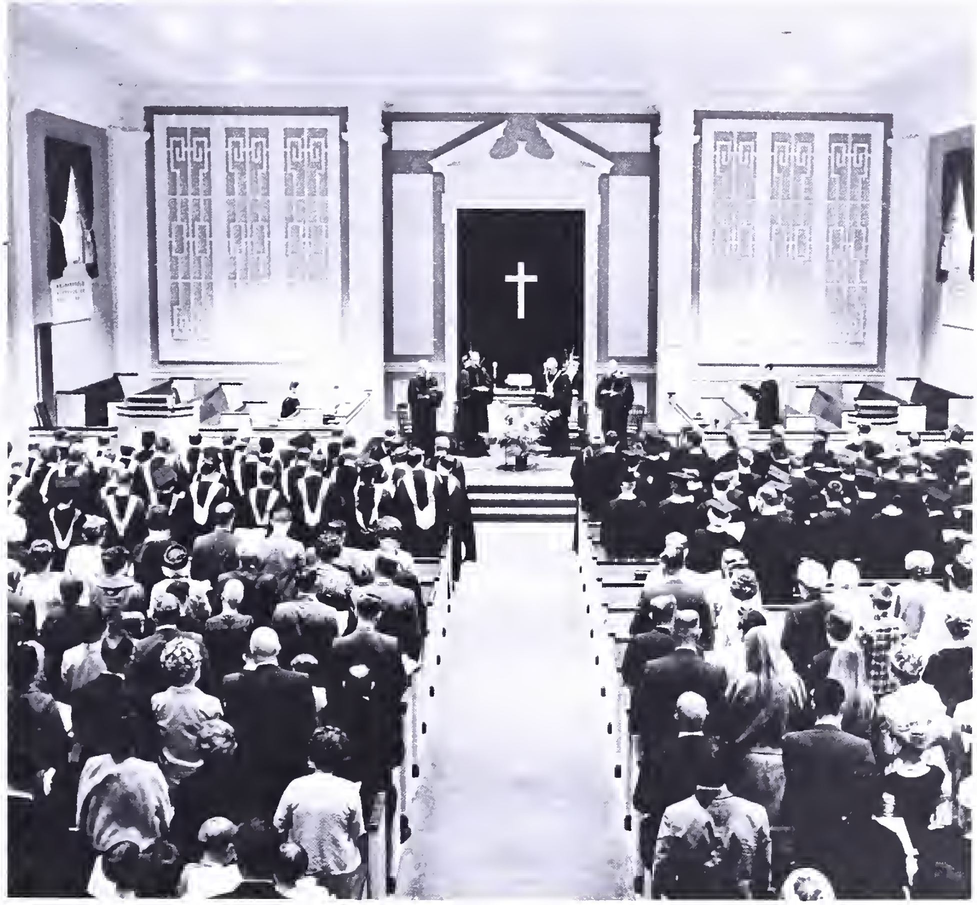
Ph 368 PHILOSOPHY OF RELIGION 3-0-3

A study of man's rational efforts to establish the validity of the religious perspective with emphasis on theism. Offered 1970-71.

Ph 371-380 SEMINAR IN PHILOSOPHY 3-0-3 Prereq. P.O.I.

A specialized study within the field of philosophy.

Ph 481-490 INDEPENDENT STUDY Variable Credit Prereq. P.O.I.



DEPARTMENT OF SOCIOLOGY

Associate Professors: Lehr, *(Chairman),* Eisenbise
Assistant Professors: Blair, Long, Mobley
Instructor: Roche

Sociology is the study of man's relation to man; an attempt to account for the origin, growth, structure, and activities of human society. It is, furthermore, a study of human beings as members of a variety of societal groups. It employs the methods of modern science in examining and classifying the phenomena arising out of human associations, and in discovering the tendencies, uniformities, and laws operating in society.

The Department of Sociology at Elizabethtown College seeks to develop within the individual an awareness and understanding of man in society. This objective can be realized best through helping the student to improve his capacity for logical inquiry, to sharpen his powers of observation, and to cultivate his ability to synthesize the unique contributions of sociology with those of other disciplines and the experience of every-day life.

A semester at the Merrill-Palmer Institute may be planned as a part of the student's major program.

Major in the Department

A major in sociology consists of a minimum of 13 courses in the department. The major student should choose two of the following courses: Soc 105, 115, 125, and it is strongly recommended that he take all three. Sociology 321, 404, and 498-499 are required of all majors. Additional courses may be elected from any of the offerings in the department. A course in statistics is required as is the passing of the competency test in English Composition and in Speech or the completion of a course in each area.

Area of Concentration for Elementary Education Majors

Elementary education majors with a concentration in sociology must take a minimum of eight courses in the department. Two courses from the following are required: Sociology 105, 115, and 125. Sociology 204 is also required. Five other courses may be selected from any of the other offerings of the department.

COURSES OF INSTRUCTION

Soc 105 SOCIAL DYNAMICS 3-0-3

Basic concepts and theories relating to the study of the social life of man with emphasis on fundamental sociological methods and approaches.

Soc 115 THE INDIVIDUAL AND SOCIETY 3-0-3

The study of the social relationships between the individual, society, and the body of custom. The social implications of the physical nature of man; the sociology of childhood and the socialization processes; personality structure in a social context; the social implications of deviant behavior, are considered.

Soc 125 SOCIAL INSTITUTIONS 3-0-3

The study of the origin, development, structure, and function of the major social institutions, their interrelationships and their total social context.

Soc 204 SOCIOLOGY OF EDUCATION 3-0-3 Prereq. Soc 105 or 115 or 125

The study of educational institutions as social systems; role relationships; community contexts; relevant values and ideals; stratification, mobility, and recruitment; varied educational organizations; personality contacts and adjustments; and comparative educational systems from the sociological point of view.

Soc 205 SOCIAL ISSUES 3-0-3 Prereq. Soc 105 or 115 or 125

Consideration of the major issues of modern society, including crime, mental disorders, civil rights, and racial, ethnic, and international tensions; an attempt to reveal the nature of the problems and to acquaint the student with what society is doing and can do about them.

Soc 212 POPULATION 3-0-3 Prereq. Soc 105 or 115 or 125

A study of population, its volume, growth, trends, composition; the relation of population units in their various aspects to economic, social, political, and other major forces, trends and institutions.

Soc 221 SOCIAL ORGANIZATION 3-0-3 Prereq. Soc 105 or 115 or 125

Theories of social organization; group structure and process as frames of reference; differentiating factors affecting the structure of society; classification of basic social forms are studied.

Soc 301 THE COMMUNITY 3-0-3 Prereq. Soc 105 or 115 or 125

A study of the structure and function of the community together with an analysis of existing individual and group relationships, and an examination of specific types of communities (e.g., rural-urban) illustrating these factors.

Soc 302 SOCIAL DEVIANCY 3-0-3 Prereq. Soc 105 or 115 or 125

Sociological approaches to the study of deviance, with an emphasis on current sociological theory and research.

Soc 304 SOCIOLOGY OF RELIGION 3-0-3 Prereq. Soc 105 or 115 or 125

An analysis of the role and function of religion and religious institutions in society, a study of religion as a social and cultural system.

Soc 305 MARRIAGE AND THE FAMILY 3-0-3 Prereq. Soc 105 or 115 or 125

A brief comparative view of different family patterns; a functional approach to questions related to both premarital and postmarital aspects of married and family life in our American culture.

Soc 312 RACIAL AND ETHNIC RELATIONS 3-0-3 Prereq. Soc 105 or 115 or 125

A brief account of the varieties of man along with an introductory examination of the concept of culture; a consideration of racial and cultural contacts and an analysis of intergroup relations in different parts of the world.

Soc 321 METHODS OF SOCIAL RESEARCH 3-0-3 Prereq. Soc 105 or 115 or 125

An introduction to the techniques of sociological research with special emphasis upon sampling, interviewing, participant observation, experimentation, and prediction. A discussion of sociometry is also included.

Soc 323 INTRODUCTION TO SOCIAL WORK 3-0-3 Prereq. Soc 105 or 115 or 125

An introductory course designed for those students contemplating a career in social service; the history of social welfare, the organization of public and private welfare services, the nature of group work and individual case work are some of the topics covered.

Soc 371-380 SEMINARS IN SOCIOLOGY 3-0-3 Prereq. P.O.I.

Readings and discussion of topical areas in sociology. Topic of the seminar will be chosen in accord with the needs and interests of the participants. Research paper ordinarily required.

Soc 404 SOCIOLOGICAL THEORY 3-0-3 Prereq. P.O.I.

Analysis of the social theories from early times to the present day with special emphasis on the relation of social thought to contemporary culture.

Soc 471 INTERNSHIP - - 3

Applied field experience with various social agencies and/or research.

Soc 481-490 INDEPENDENT STUDY IN SOCIOLOGY Variable credit.
Soc 498-499 SENIOR SEMINAR IN SOCIOLOGY 3-0-3 Prereq. P.O.I.

Significant reading, critical discussion, and written analysis of selected topical areas. Preparation and defense of senior essay. Departmental comprehensive examination.

ANTHROPOLOGY

The courses in anthropology offered by this department are designed to permit students of the College to acquire a fund of basic information about the principles of anthropology and an acquaintance with the diversity of world cultures.

An 201 PHYSICAL ANTHROPOLOGY 3-0-3

An introductory course in the study of man, his place in nature, his biological development, racial differentation, and archeological history prior to the dawn of European and Oriental history.

An 202 CULTURAL ANTHROPOLOGY 3-0-3

An intensive introduction to cultural anthoropology covering the nature of culture, methods and theories, and discussing characteristic features of the language, family life, rituals, and values of the world's peoples.

An 211 WORLD CULTURES 3-0-3

A survey of some of the peoples and cultures of the world from early times to the present, with emphasis on physical, cultural, linguistic, and demographic factors.

An 307 PEOPLES AND CULTURES OF AFRICA 3-0-3

Ethnographic and cultural analysis of the folk background and contemporary customs of the peoples of Subsaharan Africa with special attention to the problems arising out of culture contact with modern Western civilizations.

Campus Life

The motto of the College, "Educate for Service," suggests that every student will strive to find some way to give his talents in a voluntary way to serve the educational community. In this manner "getting an education" becomes a full-time vocation pursued in everything a student does while he is in college, whether it be with student government, the debate team, an athletic team, or some other meaningful activity. Campus life should help a student to become a fully educated person with many interests and talents that will continue to enrich life after college.

STUDENT GOVERNMENT

All full-time students are members of the Student Association and are eligible to participate in the student government's program. Students are elected annually to the Student Senate, the supreme student governing body, and the Men's and Women's Councils. The Student Association, through the Senate, provides for a wide variety of student interests, such as: the governmental councils, the Religious Life Council, campus clubs, publications, athletic programs and many of the social activities of the College.

All sessions of the Student Senate are open to members of the student body. Any person may present items of business before the Senate and have the Senate representatives act upon it. The Senate meets at least monthly during the academic year.

The Men's and Women's Councils act in behalf of their respective groups and are responsible for the dormitory councils and the intramural program, for recommending disciplinary measures, and in sponsoring some social events throughout the year.

CAMPUS CLUBS

Professional Groups

- Society for the Advancement of Management (business)
- Student Pennsylvania State Education Association (education)
- Alpha Psi Omega (drama)
- Music Educators National Conference (music)
- Political Science Club (political science)
- Biology Club (biology)
- Phi Beta Chi (science)
- Student Affiliates of American Chemical Society (chemistry)
- Sociology Club (sociology)
- Psychology Club (psychology)
- Modern Language Club
- Eta Phi Sigma (forensics)
- Eta Gamma Kappa (church vocations)
- History Club (history)

Honorary Groups

- Abraxas (men's honor society)
- Sigma Lambda Sigma (women's honor society)
- Freshmen Women's Honor Society (freshmen)
- Supreme Fiction Society (English)
- Delta Sigma Rho Tau Kappa Alpha (speech)

Political Groups

- Young Republicans
- Young Democrats

Service Groups

- Sock & Buskin (drama)
- Circle K Club (College Men's group sponsored by Kiwanis Club)
- Naguers (synchronized women's swim club)
- Varsity E (athletic lettermen club)
- Scuba Club (underwater aquatic club)

Religious Organizations

- Religious Life Council (coordinating council)
- Brethren Student Fellowship
- Lutheran Student Association
- Canterbury Club
- Newman Club
- Inter-Varsity Fellowship

The College encourages its students to attend each week the church of their choice and to become active student members of a church. A weekly, interfaith chapel service with outstanding leaders is provided for all students and on special occasions services will be held commemorating important religious events. The Religious Life Council serves as a coordinating group giving guidance and support to ecumenical enterprises and interests. The College Minister is available to counsel and work with students and to help them plan their various programs. Many religiously-oriented retreats are planned during the year, and students are encouraged to participate in these weekend events.

RECREATION AND ATHLETICS

The College provides a wide variety of leisure-time activities without cost to the student. Students are encouraged to use the swimming pool, bowling alleys, gymnasium, tennis courts, playing fields, recreation rooms, and other facilities. Use of these facilities is provided for in the comprehensive fee for all students presenting a College identification card.

An intramural sports program runs throughout the year. It is coordinated by the Athletic Department and by an advisory student intramural committee. The intramural program offers many students opportunity to participate in the sports programs without devoting large blocks of time and energy for training.

The intercollegiate sports program attracts many skilled athletics. The program includes the following sports:

Women—Field Hockey
Swimming
Basketball
Tennis
Cheerleading

Men—Soccer
Cross Country
Basketball
Wrestling
Swimming
Tennis
Baseball
Golf

STUDENT HEALTH SERVICES

The College provides a student health center for the needs of the students. A six-bed infirmary is supervised by one full-time registered nurse and staffed by three students who have their R.N. Degrees. A practicing physician in the Borough of Elizabethtown serves the College on an "on-call" basis. Students may elect their own physician if they choose.

The College provides for all students a health and accident insurance policy for which they will be charged unless they sign a waiver exempting them from such services.

New, full-time students (freshmen and transfers) are required to take a chest x-ray during the fall semester. A mobile x-ray unit will visit the campus each Fall, and an x-ray may be obtained at that time. Students, who are required to have x-rays, will not be allowed to enroll for the spring semester, unless they can show positive proof of an x-ray within the previous six months from a responsible medical source.

The College intends only to provide infirmary services. Students who become seriously ill or who have prolonged illness cannot be adequately cared for in the infirmary for more than one or two days. If possible parents or guardians will be consulted in providing the necessary care for the student in such cases.

RESIDENCE LIVING

The College provides many services and conveniences in the residences, and establishes programs which give opportunity for all to enter into a wholesome group experience where the common goals of scholarship exist. Although Resident Counselors, and Residence Governments contribute much to this group living environment, it is hoped that each student will accept much responsibility for his own actions so that living can become a rewarding experience for all who live in the residence community.

Room preference is given to returning students. However, some rooms in the residences are reserved for new students. Mutual requests for roommates are honored whenever possible. Assignments are made without regard to race, color, creed, or national origin.

If a student who is assigned to a college residence decides to withdraw from the college or wishes to change his resident status after *July 1,* he is liable for one-half of the first semester room charge. If such a change should occur after *September 1,* then the resident must forfeit the entire semester's rent for the reserved room. Therefore, the student is obligated to notify, *immediately,* the Director of Student Housing, or the Student Personnel Deans if there is any change of plans after the room assignment has been confirmed.

Students assigned to honor houses or College-approved off-campus houses have the same privileges, rights, and responsibilities as students living in those residences.

Incoming students for the second semester will be assigned to rooms after *December 15.* Therefore, requests for second semester room changes within a residence cannot be accepted after that date.

Room changes during the semester may be made only with the approval of the

Resident Counselor. The college believes that students should learn to work out their differences through compromise and logic rather than avoiding their problems. Should the student feel strongly that a room change is essential he should consult his Resident Counselor or Head Resident.

The residences are closed during all official vacation periods, and rooms may be used for conference guests during these periods by the College. Closing and reopening hours for vacation periods will be specified and publicized by the office of the Director of Student Housing.

All resident students take their meals in the College Dining Room regardless of the room assignment.

STUDENT CONDUCT

Elizabethtown College expects its students to use mature, discreet judgments at all times, so as not to bring discredit to themselves or the College. The College community does assume responsibility in helping students to set and maintain satisfactory standards of behavior in areas vital to their future. For this reason, the College involves representative students through the Student Association in helping to determine many of its value systems. The College does not intend to set up a code of behavior for every situation, but it does look to its faculty and students to maintain high expectations and to render sound judgements concerning student life.

Guided by these great expectations, the College community determines standards of conduct that are essential to the collegiate community. Many of these conditions are set forth in the Student Handbook, residence hall handbooks, and other College publications. Students and faculty members are invited to participate in determining standards of student conduct through the decisions of the Campus Life Council. The College does reserve the right at anytime and at its own discretion to determine when a student has transgressed its standards and to terminate the relationship if deemed necessary.

Automobiles

Freshman resident students are not permitted automobiles on campus or in the Borough of Elizabethtown during their freshman year. Automobile Regulations for all students are published annually and distributed at registration time, or they may be obtained from the Dean of Student's office. All automobiles used by students and staff must be registered and properly indentified by a College decal.

Identification Cards

All students, including part-time students, who attend Elizabethtown College are required to obtain a Student I.D. Card to be presented upon request by any College official. I.D. Cards are used for dining room, the library, cultural and athletic events, the Student Center and many other facilities and events sponsored by the College.

Student Rights and Responsibilities

The College repects the right of students to air their grievances as long as it is conducted in a peaceful, responsible manner and as long as it does not disrupt the educational program of the College. Students are encouraged to use the normal channels of communication such as Student Government, or to go directly to faculty and administrative personnel and express their concerns. It is hoped that grievances may be expressed, defined and solutions found through the normal channels of communication. In this cooperative manner the College community works together to solve its problems and to avoid serious confrontations based on lack of understanding and mutual respect.

Student and The Laws

The College recognizes and supports the civil laws controlling the conduct of students on and off the campus. Students who become involved with civil authorities may ask College personnel for counsel and advice; however, the College does not assume any legal responsibility to serve *in loco parentis*. College students who violate a civil law may be violating a College regulation. The College reserves the right to enforce its own regulations apart from civil actions; therefore, students in such situations are under double jurisdiction (not double jeopardy).

Use of Drugs

Elizabethtown College recognizes that the misuse of marijuana and other drugs is a serious violation of the law, and the College will not protect students from prosecution by the law. Students involved in purchasing, possessing or consuming of drugs illegally, on or off campus, while under jurisdiction of the College are in serious violation of College regulations. Appropriate penalties found in the Student Handbook include suspension and dismissal from College.

Use of Alcoholic Beverages

The College recognizes and supports the civil laws controlling the use of alcoholic beverages within the state. In addition, students are asked to abide by the College regulation which states "it is contrary to the policy of the College for students to purchase, possess (store), and/or consume alcoholic beverages on or off campus while under College jurisdiction." College jurisdiction includes any social, athletic or educational activities on and off campus sponsored by or related to the College. Students violating College policy will be brought before the proper disciplinary agencies as explained in the Student Handbook.

A student who is 21 years or older should use his own discretion as to his conduct when not under jurisdiction of the College. However, the College deplores the abuse of alcoholic beverages by students not under College jurisdiction and considers intoxication, disorderly conduct or bad manners arising from misuse to be particularly serious offences. This policy is important because of the role that the adult student has in his relationship with students under 21 years of age.

COUNSELING SERVICES

During the college experience a student may have some personal problems. Available for assistance are staff members who are sensitive to the needs of students. Students are encouraged to seek counseling. It is helpful for the student to become acquainted early and establish rapport with the Student Personnel Staff. Hopefully, any problems that concern the student will be shared in a counseling relationship.

Counseling is the process in which trained College staff are available for the primary purpose of assisting the student, so that together answers are sought for the student as he seeks to:

1. understand himself and his opportunities;
2. make appropriate adjustments and decisions in light of his understandings;
3. accept the responsibility for his choice; and
4. follow a course of action in harmony with this choice.

Students seeking self-direction in personal, vocational, or academic areas are encouraged to schedule conferences with the Dean of Women or the Dean of Men. They may be contacted in their offices (Alpha Hall: 8:30 a.m.-5:00 p.m.) or at home, if needed at other times.

In seeking such help, the student may feel assured that personal matters are viewed as confidential and are not revealed outside the counseling relationship.

The College Minister, College Nurse, and Heads of Residences (in personal matters); the Dean of Faculty and Registrar (on academic matters); Financial Aid Director (for scholarships, loans, jobs); Director of Housing (room assignments and changes); Placement Services (in vocational information and job interviewing); all are also available for counseling and/or supplying needed information.

STUDENT AND PUBLIC ENTERPRISES

Each year, the College community attracts many enterprising groups wishing to capitalize upon the interests of those on campus. In order to protect students and faculty from exploitation the following regulations are in effect:

1. Student organizations wishing to sell articles or to collect money for special

events or activities are required to have Senate approval before proceeding with projects on campus.

2. Outside agencies, including salesmen, welfare recipients, collegiate representatives interested in contacting students must have the approval of the Dean of Students before proceeding to contact members of the College community.
3. Students, likewise, are asked to refrain from promoting student-centered enterprises in the Borough of Elizabethtown in behalf of College activities without getting permission from the College before proceeding.

Personal Property Insurance

Since the College has no insurable interest in the personal property of students housed in student rooms, the College cannot carry insurance on such student property. Therefore, a student is responsible for carrying insurance should he desire such personal property to be insured.

ANNUAL EXPENSES 1969-70

The expenses for the year are covered by a comprehensive fee, which for resident students includes tuition, furnished room, board (exclusive of Thanksgiving, Christmas, end of semester, and Easter vacations); use of library, student center, gymnasium, athletic field; admission to all athletic games on the campus; admission to community cultural programs; subscriptions to the *Etownian* and *Conestogan;* and limited use of the infirmary.

For commuting students the comprehensive fee covers the above except furnished room, board, and limited use of the infirmary.

The comprehensive fee is as follows:

	Annual	*Quarter*
Resident students....Schlosser Residence	$2595.00	$648.75
Resident students living in Brinser, Elizabeth Myer, H. K. Ober, and B. Mary Royer Residences	2545.00	636.25
All other campus resident students	2495.00	623.75
Off-campus residents	2125.00	531.25
Commuting students	1640.00	410.00

Individual charges in addition to the comprehensive fee are as follows:

Practice Teaching fee	$100.00
*Private piano, organ, and voice lessons ....Full-time students	$75.00 per semester
Examinations for advanced standing with credit	$15.00 per course
Accident and sickness insurance	$18.00 per year
Breakage Deposit	
Male residents	$30.00
All others	10.00

The above fees are on the basis of a full-time student taking from 10 to 18 hours per semester. Part-time students and hours in excess of 18 will be charged at rate of $50.00 per semester hour plus attendant course fees and student fees as individually determined. Tutorial courses are charged at the rate of $90.00 per semester hour.

The comprehensive fee is payable in quarterly installments: about September 20, on December 1, about February 1, and on April 1.

---

* Individual instruction taken as part of a formal degree program is included with the comprehensive fee.

Credit allowed for scholarships, grants-in-aid, self-help assignments, matriculation deposits and the like will be deducted from the second and fourth invoices. For those who have aid, the First and Third quarter invoices will normally be for greater amounts than the Second and Fourth quarter invoices.

All fees are subject to change without notice.

Absence and Sickness

A student who is absent from College because of sickness, or for any other reason, and retains his place in class, pays in full during his absence.

Withdrawal

Notice of withdrawal must be given in writing to the Dean of Students. If such withdrawal occurs after July 1, preceding the opening of college, the student is liable for one-half of a semester's room charge, if he was a resident student. If the withdrawal occurs after September 1, the resident student is liable for a full semester's room charge, plus losing the applicable deposit. If the withdrawal occurs after the beginning of the semester, the student is obligated for a full semester's room charge, actual board used to the date of withdrawal, plus 25% of the unused portion, and tuition as follows:

*Period of Attendance**	*Per Cent of Semester's Charge*
One week	25%
Two to Three weeks	50%
Beginning of the Fourth week	100%

The effective date for calculating refunds will be the date of the receipt of a written notice of withdrawal by the Dean of Students.

General Expense Information

Two transcripts of credits will be provided free for all students while in regular attendance. A charge of one dollar per copy will be made for all other transcripts of credit. No transcripts of credit are furnished to students whose accounts are not paid in full.

A fee of $15.00 must accompany the application for admission. This fee covers the cost of processing the prospective student's application, is non-refundable, and cannot be applied toward the payment of other charges.

A successful applicant should send to the Director of Admissions, Elizabethtown College, a matriculation deposit of $100.00 within 30 days after receiving his letter of acceptance. This deposit reserves space in class and a room for boarding students. It will be credited to the student's account when he matriculates. The fee is not refundable, except that $50.00 will be returned in event of withdrawal prior to February 15.

---

* The first day of registration counts as the beginning of College.

A pre-registration deposit amounting to $25.00 is required of all matriculated non-resident students and $35.00 of all resident students planning to return to college. The pre-registration fee for the following year is payable at the time a student pre-registers for the fall semester. It is applicable to the first semester's account and is not refundable.

A graduation fee of $15.50 is charged each candidate for a degree. This includes both his diploma fee and cap, gown, and hood rental.

Checks should be made payable to Elizabethtown College.

STUDENT FINANCIAL AID

The financial aid resources at Elizabethtown College include scholarships, grants, loans, and employment.

Scholarships

The Elizabethtown College Academic Scholarships are competitive, and the awards range from $200 a year to full tuition. The minimum requirements include a combination score of 1,000 in the College Entrance Examination Board Tests, and the applicant must also rank in the upper ten per cent of his high school graduating class.

The scholarship winners must maintain the following cumulative quality point ratios in order to be eligible for renewal of the scholarship: at the end of the freshman year 2.50, at the end of the sophomore year 2.75, and at the end of the junior year 3.00. Transfer students may apply for the Academic Scholarships. They will be evaluated on the basis of their high school record, College Entrance Examination Board Tests, and their record at the prior institution of higher education.

Elizabethtown College students who have a cumulative quality point ratio of at least 3.00 at the end of their sophomore year are eligible to apply for a Dean's Privilege Scholarship. Students may apply through their advisor and department chairman for consideration for the Dean's Privilege Scholarship.

Elizabethtown College sponsors National Merit Scholarhips for high school seniors who plan to enroll at the College. The Pennsylvania Power and Light Company provides funds for several scholarships annually which are available to undergraduates as well as the high school seniors who are accepted by Elizabethtown College. Other scholarship programs include the Elizabethtown Kiwanis Golden Anniversary Scholarship, The Elmer L. and Frances E. Esbenshade Scholarship Aid Memorial Fund, and a Nursing Education Scholarship sponsored by the Nursing Education Council of the Bethany Brethren Hospital.

Several scholarships are available for disadvantaged students. These scholarships are competitive. The applicants are evaluated on the basis of their academic record and their financial need as determined by the Parents' Confidential Statement.

Grants

Elizabethtown College Grants are available for high school seniors and transfer students. These competitive one-year grants range in value from $200 to full tuition. A student must rank in the upper twenty-five per cent of his high school or college class. The applicant must have participated in high school, college, or local community activities by demonstrating positive leadership, special talent, or general service to one of these areas. The financial need of the applicant will be considered.

The Elizabethtown College Grant is also available to current undergraduates enrolled at the College. The Grant will be awarded on a competitive basis, and the same basic guidelines apply to the current undergraduates as outlined above for the high school seniors and transfer students with the following exception: a student must have acquired a cumulative quality point ratio of at least 2.0 during the previous year at Elizabethtown College.

The nominations for these Grants can be made by any member of the faculty and administration of the College through the Financial Aid Office in Alpha Hall. Any qualified student may take the initiative in applying for this Grant by securing the recommendation of a member of the faculty or administration and forwarding this recommendation to the Financial Aid Office. The recipients of the Elizabethtown College Grant will be selected by the Committee on Admissions and Academic Awards.

The College awards Educational Opportunity Grants to students under the provisions of the Federal Higher Education Act of 1965. The student must be enrolled or accepted for enrollment on a full-time basis, must be capable of maintaining good academic standing, and have exceptional financial need.

The College awards a limited number of grants to students who have athletic talent.

Loans

The National Defense Loan Program enables a student to borrow a maximum of $1,000 per academic year. An eligible student borrower must be enrolled or accepted for enrollment as at least a half-time student, must demonstrate a definite need for the loan to pursue his course of study, and must be capable of maintaining a good academic standing.

The Federal Higher Education Act of 1965 initiated the development of the state guaranteed loan program. The information on this program is available from the local lending institutions in each state. The Pennsylvania Higher Education Assistance Agency administers the loan program in Pennsylvania.

The Assured Education Plan through Girard Trust Bank enables students to borrow money on a monthly payment basis and spread the payments over many months.

Employment

The College provides a limited number of employment opportunities for students in the dining hall, library, laboratories, academic departments, and other areas. The dollar value of the assignment depends upon the nature of the work. The students who are currently enrolled are given the first opportunity to obtain employment.

The College sponsors a Work-Study Program developed by the Federal Government under the Economic Opportunity Act of 1964 for students who demonstrate financial need.

General Information Regarding Financial Aid

All applications for financial aid must be received before March 1 to insure eligibility for assistance for the following academic year, because no financial aid is assigned automatically. Each applicant must file a Parents' Confidential Statement with College Scholarship Service, so the financial need of each student can be evaluated on a standard basis. The Parents' Confidential Statements are available from the high school counselor or the Financial Aid Office at Elizabethtown College.

Students who are interested in applying for the Elizabethtown College Academic Scholarship *exclusively* do not have to file a Parents' Confidential Statement. The deadline for the receipt of applications for the Elizabethtown College Academic Scholarship is February 1, instead of the March 1 deadline for all other forms of financial assistance.

Each student must maintain the academic and citizenship requirements of the College to maintain his financial aid. Any student who is placed on probation (academic or social) will lose his financial assistance. Students who withdraw from Elizabethtown College will forfeit their financial aid. All forms of financial aid are awarded on an annual basis, and a student must be enrolled on a full-time basis to be eligible for assistance in most financial aid programs. The type and amount of any financial aid awards will be based on the student's financial need, academic record, and the contribution of the student to the College.

Students should contact their high school counselor regarding scholarships which are awarded by local organizations such as the Lions Club, Kiwanis Club, and the PTA. The students should also check with their parents' employer regarding scholarship programs, and they should also investigate other external sources of financial aid such as the state scholarship programs.

All requests for applications and other information regarding financial aid should be directed to the Financial Aid Office, Alpha Hall, Elizabethtown College, Elizabethtown, Pennsylvania 17022.

STUDENT PUBLICATIONS AND COMMUNICATIONS

The Etownian

The campus newspaper, the *Etownian*, is published weekly at the direction of a student staff. The *Etownian* carries news of campus interest and reflections of editorial opinion. It is designed to provide a means for the expression of student views and interests and to serve the College community at large. The editor is elected by the Student Association. College students receive their copies as part of the activities fee.

The Conestogan

The College yearbook is published each spring to record the activities of the campus community. The editor is elected by the Student Association. College students receive a copy as part of the activities fee.

Campus Radio Station

WWEC, the College radio station, broadcasts daily under the management and operation of a student staff. News of general campus interest, special features, and various types of music are carried at 740 on the AM Band.

The Elm

The College literary magazine is published annually. Contributions of art and creative writing by students are solicited for inclusion in the magazine.

Student Handbook

Each year the College prepares a student handbook to provide information pertinent to college life, campus activities, and general rules and regulations. Copies are provided for all freshman and transfer students.

STUDENT LIFE INSURANCE PROGRAM

Elizabethtown College has arranged for a special protection program which enables students to obtain a personal life insurance policy at low cost. Information on this program is sent to each freshman prior to his registration.

THE FUND FOR THE ADVANCEMENT OF ETHNIC UNDERSTANDING

The quest to gain greater understanding and rapport among people of differing ethnic characteristics is of central importance to the realization of the highest ideals of the Christian faith.

The attainment of understanding is rooted in a mutual desire among people of different races and/or creeds to communicate, to work together in cooperative ventures, to explore with frankness and candor any false or divisive impressions held by either party.

A college campus, where open-minded and open-hearted inquiry is encouraged, provides a natural setting for the promotion of this kind of understanding. It is to this end that The Fund for the Advancement of Ethnic Understanding has been established at Elizabethtown College by members of the Bucher Family, who invite the participation of all interested persons or groups.

Monies contributed to this program will be used according to the terms of the Fund to underwrite projects designed to enhance understanding among various ethnic groups. Possible projects include seminars, in-service practicums, recruiting of minority group students, faculty/student research, and/or symposiums dealing with ethnic problems.

Further information concerning The Fund for the Advancement of Ethnic Understanding is available from the Director of Development, Elizabethtown College, Elizabethtown, Pennsylvania 17022

THE RUFUS P. BUCHER, JR. HONOR AWARD FOR COURAGE

Established by Arlene Kettering Bucher, '47, in memory of her husband, Rufus P. Bucher, Jr., '46, this honor is presented periodically to an Elizabethtown College student who demonstrates an overt and extraordinary concern for the welfare of others or a moral principle.

Mr. Bucher, who sacrificed himself in an attempt to save the life of a drowning child, personified a high degree of courage coupled with an unstinting interest in those around him.

This honor is designed to recognize those students who display an uncommon regard for the wellbeing of others and whose personal lives reflect the worthy ideals inherent in Christian higher education.

The recipient of the award shall be recognized through a certificate. In addition there will be a cash prize to be given, at the direction of the student, to the department or activity of his choice within the program of the College.

The Campus

Students at Elizabethtown College live and learn on a 110-acre campus, which includes strategically located buildings of modern colonial architecture, a broad dell, and a lake. The general setting of the campus is one of quiet, natural beauty.

The principal buildings on the campus are:

Academic and Administrative Facilities

Alpha Hall—The oldest building on campus, Alpha Hall has recently been renovated to serve as the administrative center for the campus. Located within the building are the offices of the President, Dean of the Faculty, Treasurer, Director of Admissions, Registrar, Director of Financial Aid, Business Manager, the Student Personnel Offices, and the Director of Development and Public Relations. The College's business office and data processing center are also housed in the building.

Esbenshade Hall—A modern classroom building, Esbenshade Hall is the teaching center of the campus. Located within the building are laboratories for the study of physics, psychology, and modern languages in addition to general classrooms, faculty offices, and a large lecture hall. It was completed in 1966.

Gibble Science Hall—Well-equipped laboratories for the departments of biology and chemistry plus several general-purpose classrooms and the Brinser Lecture Hall are located in this building.

Rider Hall—Recently renovated, Rider Hall houses the Department of Music and includes large and small practice rooms, a recital hall, several general classrooms, and faculty offices.

Zug Memorial Library—The campus library is centrally located for easy access by students. Recently renovated and enlarged, the library is air-conditioned and carpeted to provide an inviting setting for study and research. It contains approximately 75,000 volumes in addition to more than 800 selected periodicals, a microfilm reader, and record-playing facilities.

Campus Residences

David E. and Sadie M. Brinser Residence—Dedicated in 1965, this three-story residence provides modern housing accommodations for 144 men.

Elizabeth Myer Residence—A residence for women, overlooking the campus dell, this building provides complete living accommodations for 132 students. The College Dining Rooms, which can seat up to 600, are located in one wing of the building.

H. K. Ober Residence—A residence for men, this building is one of the largest on campus. It features two wings joined by a pleasant lobby area and lounge and provides rooms for 247 students.

B. Mary Royer Residence—A residence for women, this building provides complete housing facilities for 133 students. It was dedicated in 1962.

R. W. Schlosser Residence—Completed in 1965, this modern residence for women offers complete housing for 206 students. Carpeted and air-conditioned, it is regarded as a model campus residence.

Fairview Residence—A residence for men with a capacity of 54 students.

All residence halls on the campus include lounges on each floor for study and recreation, laundry facilities, and attractive lobby areas.

There are also several small residences near the campus used as honor houses for students.

Auxiliary Facilities

Alumni Physical Education Building—This, the newest building on the campus, provides complete facilities for the College's program of health and physical education and inter-collegiate athletics. The Troy M. and Elsie S. Thompson Gymnasium includes seating for 3,300 spectators. In addition, there are special training facilities, classrooms, and faculty offices.

Baugher Student Center—The hub of the student activities program, this building houses the Alumni Auditorium, the campus post office, the College bookstore, a snack bar, bowling alleys, the campus radio station, an olympic-size swimming pool, several lounge areas, locker facilities, and various administrative offices related to student services.

Other College buildings include West Hall, which is used for Art studies; North, South, and Center Halls, which house general-purpose classrooms and faculty offices; an infirmary with separate medical facilities for men and women staffed by registered nurses; and the Business Education Building, which includes classrooms and offices used by the Department of Business.

The College: Its History and Development

Elizabethtown College was chartered in 1899 by members of the Church of the Brethren who were interested in establishing an institution of higher education for their denomination in eastern Pennsylvania.

As expressed by the founders in the charter, the purpose of the College was "to give such harmonious development to the physical, mental, and moral powers of both sexes as will best fit them for the duties of life and promote their spiritual interests." While expressed in different words, the purpose of the College today still embodies the essence of this educational philosophy.

The Commonwealth of Pennsylvania granted a charter on September 23, 1899. Classes were held for the first time the following year. During its early years, limited enrollment and finances hampered the general development of the institution.

Supported initially by contributions from individual churchmen, the College in

time became the responsibility of the Eastern and Southern Pennsylvania Districts of the Church of the Brethren. The Church Districts officially assumed the responsibility for operating the College in January, 1919.

With the advancing years, the College grew in the size of its enrollment, the extent of its physical facilities, and the quality of its academic program.

Formal accreditation was granted in 1921 by the Pennsylvania Department of Public Instruction and in 1948 by the Middle States Association of Colleges and Secondary Schools.

The rate of growth increased significantly since the end of the Second World War. The student enrollment has more than quadrupled in that time. Ten major building projects have been completed since 1950. The academic program has been expanded and is continually revised to meet changing needs on the part of the students.

Elizabethtown College holds membership in the Association of American Colleges and the American Council on Education and is approved by the American Association of University Women.

LOCATION

The College is located in Elizabethtown, a residential community in Lancaster County, Pennsylvania, with a population of approximately 7,000.

Elizabethtown is situated in the midst of several of the larger cities in southeastern Pennsylvania, including Harrisburg, Lancaster, Lebanon, York, and Reading. The metropolitan centers of Philadelphia, Baltimore, and Washington, D. C. are within easy reach of the campus.

The surrounding area features a blending of productive agriculture and prosperous industry. Folklore abounds in the immediate area, which is the home of the famed Pennsylvania Dutch.

The College community has complete facilities for shopping, banking, and other personal services.

Access to Elizabethtown is available by the Penn Central Railroad and U. S. Route 230. An interchange of the Pennsylvania Turnpike is available at Highspire, approximately ten miles from Elizabethtown on Route 230 (take Harrisburg-East exit from Turnpike). The Olmsted State Airport is located at Middletown, eight miles from Elizabethtown on Route 230.

ALUMNI ASSOCIATION

Alumni of Elizabethtown College are encouraged to maintain an active relationship with the College following graduation. The Alumni Association seeks to strengthen the bond between alumni and the College and to advance, in every way, the broad program of the College through a wide range of alumni activities.

To carry on the activities of the Association, local alumni chapters have been organized in various areas. The affairs of the Alumni Association are managed by a board of 16 councilmen and a designated representative from each active chapter. The officers of the Council, who are also officers of the Association at large, include a President, two Vice-Presidents, a Secretary, and an Executive Secretary.

Alumni are active in a variety of College-related programs, including recruitment of students, vocational consultative services for undergraduates, development activities, and general public relations services.

A regularly scheduled publication, *The Review,* is sent to all alumni to keep them informed about the progress and activities of the College, about various alumni functions, and about news of fellow alumni.

The Annual Alumni Appeal offers an opportunity for alumni to contribute to the ongoing program of the College.

ELIZABETHTOWN COLLEGE PARENTS ASSOCIATION

The Elizabethtown College Parents Association is organized to provide a channel for meaningful communication through which parents and the College may exchange views, share concerns, and work in close cooperation to advance the best interests of their common concern: the student.

All parents of students enrolled in pursuit of a degree at Elizabethtown College are considered to be members of the Parents Association and are encouraged to become active participants in its program.

The Parents Council, which includes representatives of the freshman through senior classes, is the chief agency for liaison between the Association and the College. Correspondence relating to the Parents Association should be directed to the Office of Public Relations at the College.

WOMEN'S AUXILIARY OF ELIZABETHTOWN COLLEGE

The Women's Auxiliary of Elizabethtown College has an active membership of more than 1,000 women who share an interest in the broad program of the College. The Auxiliary participates in several major events on campus during the year, including a Spring Luncheon Meeting, May Day, and Homecoming Day.

Membership is open to alumnae, parents, and others wishing to become affiliated with the College through this organization. Correspondence relating to the Auxiliary should be sent to the President of the Auxiliary, Office of Public Relations at the College.

BOARD OF TRUSTEES

Officers

A. G. Breidenstine, *Chairman*
Cyrus G. Bucher, *Vice-Chairman*
H. E. Raffensperger, *Secretary*
Paul M. Grubb, *Assistant Secretary*
Earl H. Kurtz, *Treasurer*

Honorary Trustees

David E. Brinser, Middletown, Pa.
Frank S. Carper, Palmyra, Pa.
H. K. Dorsheimer, Elizabethtown, Pa.
Joseph W. Kettering, Elizabethtown, Pa.
Henry H. Koser, Landisville, Pa.
Norman K. Musser, Columbia, Pa.
Noah S. Sellers, Lineboro, Md.
John F. Sprenkel, York, Pa.
Troy M. Thompson, Elizabethtown, Pa.

Term Expires 1969

Clifford B. Huffman (EP), Lancaster, Pa.
Nancy Hoffman Robb (AA), Washington, D. C.
Chester H. Royer (SP), York, Pa.
Jacob H. Ruhl (EP), Manheim, Pa.
V. Lester Schreiber (EP), New Holland, Pa.
Samuel S. Wenger, Lancaster, Pa.

Term Expires 1970

Cyrus G. Bucher (SP), Biglerville, Pa.
Paul M. Grubb, Elizabethtown, Pa.
Norman E. Keller, Lebanon, Pa.
Galen C. Kilhefner (EP), Elizabethtown, Pa.
Howard A. Merkey (EP), Manheim, Pa.
Norman F. Reber (AA), York, Pa.
J. Aldus Rinehart, Teaneck, N. J.
D. C. Stambaugh, Lancaster, Pa.
S. Clyde Weaver (EP), Lancaster, Pa.

Representation on the Board of Trustees is indicated as follows: (EP) Eastern Pennsylvania District of the Church of the Brethern; (SP) Southern Pennsylvania District of the Church of the Brethren; (AA) Alumni Association. All others are nominees of the Board itself.

Term Expires 1971

A. G. Breidenstine (EP), Lancaster, Pa.
Caleb W. Bucher (EP), Lancaster, Pa.
John G. Hershey, Lititz, Pa.
Oscar L. Hostetter (SP), Thomasville, Pa.
I. Wayne Keller, Lancaster, Pa.
Benjamin G. Musser (AA), Harrisburg, Pa.
Warren K. Myers, Harrisburg, Pa.
H. E. Raffensperger, Elizabethtown, Pa.
Earl K. Ziegler (SP), Brodbecks, Pa.

BOARD OF ASSOCIATES

Term Expires 1969

Margaret Miller Cassel, Lititz, Pa.
Walter A. Keeney, Harrisburg, Pa.

Term Expires 1970

Richard A. Coleman, Harrisburg, Pa.
Glenn R. Bucher, Washington, D. C.
Carlos R. Leffler, Richland, Pa.

Term Expires 1971

Norman L. Bowers, Landisville, Pa.
Wayne A. Nicarry, Greencastle, Pa.
Albert E. Richwine, Harrisburg, Pa.

ADMINISTRATION

OFFICE OF THE PRESIDENT

Morley J. Mays, Ph.D., D.D.	*President*
Robert V. Hanle, A.M.	*Assistant to the President*
James M. Berkebile, Ph.D.	*Director of Teachers for West Africa Program*
Doris O. Lewis	*Secretary to the President and Recording Secretary to the Board of Trustees and Associates*

ACADEMIC AFFAIRS

Wayne L. Miller, Ph.D.	*Dean of the Faculty*
Fred Rice, M.Ed.	*Assistant to the Dean of the Faculty*
Anna M. Carper, M.S.	*Director of the Library*
E. Margaret Gabel, M.S.	*Head Cataloguer and Assistant to the Director*
Ruth H. David, M.L.S., M.A.	*Readers' Services Librarian*
Virginia K. Christopher, M.L.S.	*Library Cataloguer*
D. Paul Greene, B.D.	*Director of Admissions*
Robert M. Moore, B.S. in Ed.	*Assistant Director of Admissions*
Donald L. Neiser, B.S.	*Registrar*
James L. Keefer	*Manager of the Data Processing Center*

BUSINESS AND FINANCE

Earl H. Kurtz, M.A.	*Treasurer*
Gerald H. Risser, B.S., C.P.A.	*Business Manager*
W. E. Weaver, Ed.M.	*Manager of Bookstore and Post Office*
Martha A. Farver	*Office Manager and Secretary to the Treasurer*
Walter E. Brown	*Superintendent of Buildings and Grounds*
Arthur L. Cardinal	*Manager of Jay's Nest*
William J. Zibilich	*Director of Food Service*

STUDENT AFFAIRS

John H. Taylor, Ph.D.	*Dean of Student Affairs*
D. Jane Ikenberry, M.A.	*Associate Dean of Student Affairs*
Opal E. Nees, A.B.	*Director of Student Activities*
Robert D. Sherfy, B.D.	*College Minister*
William H. Bentz, B.S.	*Director of Financial Aid*
John M. Tulley, Ed.M.	*Director of Athletics*
Gordon McK. Bateman, M.S.	*Director of Housing*

DEVELOPMENT AND PUBLIC RELATIONS

James L. M. Yeingst, A.M.	*Director of Development and Public Relations*
Robert S. Young	*Director of Special Gifts*
D. Kenneth Hollinger	*Director of Church Relations*
Glenn E. Irwin, B.A.	*Director of Bequests and Estate Planning*
James R. Hilton, A.B.	*Director of Alumni Relations and Director of Placement*
Richard C. Lytle, A.B.	*Director of Public Information*

COUNSELING SERVICES

ROYAL E. SNAVELY, M.A.	*Director*
BEVERLY V. PISCITELLI, M.S.	*Counsellor*

FACULTY

MORLEY J. MAYS, *President*
A.B., Juniata College; A.M., University of Pittsburgh; Ph.D., University of Virginia; D.D., Bethany Theological Seminary. (1966)

WAYNE L. MILLER, *Dean of the Faculty*
A.B., Manchester College; M.S., Purdue University; B.D., Bethany Theological Seminary; Ph.D., University of Southern California. (1967)

EMERITI

RALPH W. SCHLOSSER, *President Emeritus*
Pd.B., Elizabethtown College; A.B., Ursinus College; A.M., Columbia University; Litt.D., Ursinus College. (1911)

BESSIE D. APGAR, *Professor of Biology, Emerita*
A.B., Muskingum College; M.S., University of Pittsburgh; Ph.D., University of Pennsylvania. (1946)

CHARLES S. APGAR, *Professor of Biology, Emeritus*
B.S., M.S., Ph.D., University of Pittsburgh. (1946)

RICHARD W. BOMBERGER, *Professor of English, Emeritus*
A.B., Franklin and Marshall College; A.M., University of Virginia. (1962)

CLARENCE G. ENTERLINE, *Alumni Secretary and Director of Placement, Emeritus*
B.S., Albright College; M.S., University of Pennsylvania. (1956)

NEVIN W. FISHER, *Professor of Music, Emeritus*
Graduate, Blue Ridge College; Teachers' Certificate, Peabody Conservatory of Music; B.M., Eastman School of Music, University of Rochester; M.Music, Northwestern University. (1951)

VERA R. HACKMAN, *Dean of Women, Emerita*
A.B., Elizabethtown College; A.M., Columbia University; Professional Diploma, Teachers' College, Columbia University. (1944)

IRA R. HERR, *Professor of Physical Education, Emeritus*
A.B., Franklin and Marshall College; University of Pennsylvania; Temple University. (1928)

J. Z. HERR, *Treasurer and Business Manager, Emeritus*
B.E., Elizabethtown College; Columbia University. (1905)

KATHRYN NISLEY HERR, *Assistant Professor of Modern Languages, Emerita*
A.B., Lebanon Valley College. (1943)

MARTHA MARTIN, *Professor of Bible, Emerita*
A.B., Elizabethtown College; Bethany Theological Seminary; New York Theological Seminary; University of Pennsylvania. (1924)

E. G. MEYER, *Professor of Music, Emeritus*
Pd.B., A.B., Elizabethtown College; A.M., Columbia University. (1921)

GERTRUDE ROYER MEYER, *Professor of Music, Emerita*
Graduate in Music, Western Maryland College. (1920)

MARY B. REBER, *Professor of Art, Emerita*
B.E., Elizabethtown, College. (1928)
NORMAN N. WEISENFLUH, *Professor of Psychology and Education, Emeritus*
M.A., University of Pennsylvania; Ph.D., University of Pittsburgh. (1964)

PROFESSORS

†JAMES M. BERKEBILE, *Professor of Chemistry*
A.B., Manchester College, A.M., Ph.D., The Ohio State University. (1957)
EDGAR T. BITTING, *Professor of Business, Department Chairman*
B.S., Elizabethtown College; M.B.A., University of Pennsylvania; C.P.A. (1952)
I. L. BOSSLER, *Professor of Mathematics*
B.S., Ursinus College; M.S., Purdue University. (1959)
CARL J. CAMPBELL, *Professor of English*
A.B., Franklin and Marshall College; M.A., University of Pennsylvania. (1962)
J. THOMAS DWYER, *Professor of English*
A.B., M.A., Ph.D., University of Pennsylvania. (1960)
ELIZABETH M. GARBER, *Professor of Political Science, Department Chairman, Coordinator of Study Abroad*
A.B., Hood College; M.A., George Washington University; Docteur de l' Université, University of Paris; LL.D., Hood College. (1966)
ELMER B. HOOVER, *Professor of Education*
B.S., Juniata College; M.Ed., The Pennsylvania State University. (1947)
*CLYDE K. NELSON, *Professor of History*
A.B., The King's College; B.D., Th.M., Eastern Baptist Theological Seminary; M.A., Ph.D., University of Pennsylvania. (1959)
ROLLIN E. PEPPER, *Professor of Biology, Department Chairman*
A.B., Earlham College; M.S., Syracuse University; Ph.D., Michigan State University. (1964)
JOHN P. RANCK, *Professor of Chemistry*
B.S., Elizabethtown College; M.A., Ph.D., Princeton University. (1963)
*CARL N. SHULL, *Professor of Music, Department Chairman*
B.S., Bridgewater College; M.Music, Northwestern University; Ph.D., The Florida State University. (1961)
MARTIN O. L. SPANGLER, *Professor of Chemistry*
B.A., Bridgewater College; M.S., Ph.D., Virginia Polytechnic Institute. (1966)
O. F. STAMBAUGH, *Professor of Chemistry, Department Chairman, Faculty Marshal*
B.S., Lebanon Valley College; M.S., Ph.D., The Pennsylvania State University. (1964)
JOSEPH P. ZACCANO, JR., *Professor of History*
A.B., Dickinson College, M.A., Ph.D., University of Pittsburgh. (1962)

ASSOCIATE PROFESSORS

JOHN A. CAMPBELL, JR., *Associate Professor of English, Department Chairman*
B.S., M.A., Ph.D., University of Florida. (1968)
ANNA M. CARPER, *Director of the Library*
A.B., Elizabethtown College; M.S., Columbia University. (1960)
EDWARD E. CHRISTOPHER, *Associate Professor of Business*
A.B., Washington University; M.B.A., New York University. (1969)

† *Non-instructional*
* *Absent on Leave, 1969-1970.*

EUGENE P. CLEMENS, *Associate Professor of Religion and Philosophy*
B.A., Goshen College; M.A., University of Pennsylvania. (1965)

HUBERT M. CUSTER, *Associate Professor of Physics, Department Chairman*
B.S. in E.E., Carnegie Institute of Technology; M.S., Franklin and Marshall College. (1953-61, 1963)

*ELINOR EASTLACK, *Associate Professor of Business Education*
B.S., M.Ed., The Pennsylvania State University. (1952)

*RUSSELL E. EISENBISE, *Associate Professor of Sociology*
B.S., McPherson College; M.A., Temple University. (1962)

HENRY E. FUNK, *Associate Professor of Modern Languages*
B.A., Haverford College; M.A., Ph.D., University of Virginia. (1968)

E. MARGARET GABEL, *Assistant to the Director of the Library and Head Cataloger*
B.S., Kutztown State College; M.S. (L.S.), Syracuse University. (1966)

HARRY J. GRAHAM, *Associate Professor of Education*
B.S., Elizabethtown College; M.Ed., Temple University. (1963)

CHARLES M. GRAUPERA, *Associate Professor of Modern Languages*
B.Litt., Institute of Havana; M.A., University of South Dakota. (1966)

DEAN S. HASTY, *Associate Professor of Business*
B.S.C., M.A., J.D., University of Iowa. (1969)

JACK L. HEDRICK, *Associate Professor of Chemistry*
B.S., Elizabethtown College; M.S., University of Pittsburgh. (1963)

A. F. KISH, *Associate Professor of Business Administration, Director of Industrial Relations Institute*
B.S., Rutgers—The State University; M.S., University of Delaware. (1963)

*DONALD E. KOONTZ, *Associate Professor of Mathematics, Department Chairman*
B.S., Juniata College; M.A., The Pennsylvania State University. (1961)

J. KENNETH KREIDER, *Associate Professor of History*
A.B., Elizabethtown College; M.A., Ph.D., The Pennsylvania State University. (1964)

R. BRUCE LEHR, *Associate Professor of Sociology, Department Chairman*
A.B., Bucknell University; M.A., Mexico City College. (1951)

HENRY M. LIBHART, *Associate Professor of Art, Department Chairman*
A.B., Franklin and Marshall College; Equivalent Master's Degree Certificate, Commonwealth of Pennsylvania. (1959-1964, 1967)

RICHARD L. MUMFORD, *Associate Professor of History, Department Chairman*
A.B., University of Pennsylvania; M.Ed., Ph.D., University of Delaware. (1965)

M. EVELYN POE, *Associate Professor of English*
A.B., Houghton College; M.A., Cornell University. (1962)

ROBERT G. PORTER, *Associate Professor of Modern Languages, Department Chairman*
B.A., Pomona College; M.A., University of Washington; Ph.D., Rice University. (1968)

ZOE G. PROCTOR, *Associate Professor of Chemistry*
B.S., Elizabethtown College; M.S., Bucknell University. (1959)

D. PAUL RICE, *Associate Professor of Education, Coordinator of Elementary Education*
A.B., Elizabethtown College; M.S., Ed.D., Temple University. (1963)

JOBIE E. RILEY, *Associate Professor of English*
B.A., Manchester College; B.D., Bethany Theological Seminary; M.A., Northwestern University. (1961)

---

* *Absent on Leave, 1969-1970*

WYLIE H. RUSSELL, *Associate Professor of Education. Department Chairman*
A.B., Ed.M., A.M., Oklahoma City University; Ed.D., The George Washington University. (1968)

T. C. SEBASTIAN, *Associate Professor of Physics*
B.S., University of Madras; Ph.D., Saint Louis University. (1966)

ARMON C. SNOWDEN, *Associate Professor of Religion and Philosophy*
A.B., Elizabethtown College; B.D., Crozer Theological Seminary. (1957)

STANLEY T. SUTPHIN, *Associate Professor of Religion and Philosophy, Department Chairman*
A.B., LaVerne College; B.D., Bethany Theological Seminary; Th.D., Pacific School of Religion. (1963)

DAVID P. WILLOUGHBY, *Associate Professor of Music, Acting Department Chairman*
B.S., Lebanon Valley College; M.E., Miami University. (1960)

OWEN L. WRIGHT, *Associate Professor of Physical Education, Department Chairman*
B.A., Bridgewater College; M.S., University of Illinois. (1961)

JOHN M. YANCEY, *Associate Professor of Psychology, Department Chairman*
B.A., Bridgewater College; M.A., University of Florida. (1964)

CARL W. ZEIGLER, *Associate Professor of Religion and Philosophy*
A.B., Elizabethtown College; B.D., United Theological Seminary; D.D., Elizabethtown College. (1959)

ROBERT E. ZIEGLER, *Associate Professor of Science Education*
B.A., Bridgewater College, M.R.E., Bethany Theological Seminary; M.S., Ph.D., University of Wisconsin. (1966)

ASSISTANT PROFESSORS

ANNE-FRANCOISE MICHOT ARBUCKLE, *Assistant Professor of Modern Languages*
Licence-ès-Lettres, University of Lyons; Diplôme d'Etudes Supérieures, University of Lille. (1969)

SALLY JOHNSON BAKER, *Assistant Professor of Psychology*
B.S., M.S., University of Illinois. (1969)

ROBERT B. BLAIR, *Assistant Professor of Sociology*
B.A., Juniata College; B.D., Bethany Theological Seminary; M.A., Northwestern University. (1969)

ERNEST A. BLAISDELL, JR., *Assistant Professor of Mathematics*
B.A., M.A., University of Maine. (1968)

EDITH RAPP BOOHER, *Assistant Professor of Education*
B.S., M.Ed., The Pennsylvania State University. (1968)

STANLEY K. BOWERS, *Assistant Professor of Education, Coordinator of Instructional Services*
B.S., Millersville State College; M.Ed., Temple University. (1965)

ULDIS DAIGA, *Assistant Professor of Modern Languages*
B.A., University of North Carolina; M.A., Temple University. (1965)

RUTH H. DAVID, *Readers' Services Librarian*
A.B., Marietta College; M.A., University of Pittsburgh; M.L.S., Clarion State College. (1969)

ROBERT D. DOLAN, *Assistant Professor of Mathematics and Clinical Professor of Mathematics Education*
B.S., California State College; M.A., West Virginia University. (1964)

Wayne J. Eberly, *Assistant Professor of History*
B.S., Manchester College; B.D., Bethany Theological Seminary; M.A., The Pennsylvania State University. (1969)
Martha A. Eppley, *Assistant Professor of Economics*
B.S., Elizabethtown College; M.B.A., Indiana University. (1964)
Hugh G. Evans, Jr., *Assistant Professor of Economics*
B.S., Juniata College; M.A., The Pennsylvania State University. (1968)
Robert B. Garrett, *Assistant Professor of Health and Physical Education*
B.S., East Stroudsburg State College; Ed.M., Temple University. (1967)
Suzanne Schmitt Goodling, *Assistant Professor of Modern Languages*
B.A., Gettysburg College; M.A., Middlebury College. (1964)
*Robert J. Heckman, *Assistant Professor of Biology*
B.S., Elizabethtown College; M.Ed., Millersville State College. (1964)
*Allegra H. Hess, *Assistant Professor of Health and Physical Education*
B.S., Bridgewater College; M.S., Indiana University. (1961)
Frederic E. Hoffman, *Assistant Professor of Biology*
B.A., M.S., Syracuse University. (1969)
Charles H. Hostetler, *Assistant Professor of History and Clinical Professor of Social Studies Education (part-time)*
B.S., Millersville State College; M.A., Carnegie-Mellon University. (1968)
Otis D. Kitchen, *Assistant Professor of Music*
B.S., Bridgewater College; M.M., Northwestern University. (1965)
William F. Klauber, *Assistant Professor of Education*
B.S., Elizabethtown College; M.Ed., Shippensburg State College. (1965)
John E. Koontz, Jr., *Assistant Professor of Mathematics*
B.S., Juniata College; M.A., Bowling Green State University. (1966)
Robert E. Lamontagne, *Assistant Professor of Political Science*
A.B., St. Anselm's College; A.M., University of Pennsylvania. (1967)
Ronald L. Laughlin, *Assistant Professor of Biology*
B.A., Wabash College; M.S., The Ohio State University. (1968)
J. Henry Long, *Assistant Professor of Sociology*
B.S., Elizabethtown College; B.D., D.D., Bethany Theological Seminary. (1969)
*Ernest E. Lundy, *Assistant Professor of Modern Languages*
B.S., Bloomsburg State College; M.A., Middleburg College. (1966)
Richard E. Merritt, *Assistant Professor of Education*
B.S., Elizabethtown College; M.S., Temple University. (1969)
Phil V. Mobley, *Assistant Professor of Sociology*
B.S., University of Southern Mississippi; M.S., Mississippi State University. (1967)
Robert K. Morse, *Assistant Professor of Mathematics*
B.S., Franklin and Marshall College; M.A., Temple University. (1968)
Ruth J. Nearing, *Assistant Professor of Physical Education*
B.S., East Stroudsburg State College. (1963)
Stanley R. Neyer, *Assistant Professor of Business*
B.S., Elizabethtown College; C.P.A. (1964)
D. Kenneth Ober, *Assistant Professor of Physical Education*
B.S., M.S., West Chester State College. (1964)
H. Marshall Pomroy, *Assistant Professor of Business*
B.S., Elizabethtown College; C.P.A. (1964)

* *Absent on Leave, 1969-70*

WILLIAM V. PUFFENBERGER, *Assistant Professor of Religion and Philosophy*
B.A., Bridgewater College; B.D., Bethany Theological Seminary; Ph.D., Boston University. (1967)

AUSTIN D. RITTERSPACH, *Assistant Professor of Religion and Philosophy*
B.A., Indiana University; B.D., Union Theological Seminary; Ph.D., Graduate Theological Union. (1967)

WOLFGANG F. RONNEFELDT, *Assistant Professor of Modern Languages*
A.B., Temple University; M.A., Ohio University. (1969)

ELISABETH HALL RUSSELL, *Assistant Professor of English*
B.A., M.A., Oxford University. (1969)

AHMAD H. SHAMSEDDINE, *Assistant Professor of Economics*
Associate Degree, University of Beirut, Lebanon; M.A., B.A., Howard University; Ph.D., The George Washington University. (1967)

*RONALD L. SHUBERT, *Assistant Professor of Mathematics*
B.S., Elizabethtown College; M.A., University of Kansas. (1964)

HARRY L. SIMMERS, *Assistant Professor of Music*
B.S., Bridgewater College; M.M., American Conservatory of Music. (1966)

DONALD E. SMITH, *Assistant Professor of English and Director of Drama*
B.S., M.S., State University College, Geneseo, N. Y. (1969)

JOHN W. STITES, *Assistant Professor of Music*
B.S., Manchester College; M.M., Wayne State University. (1968)

LARAINE F. SULLIVAN, *Assistant Professor of Psychology*
B.A., Marymount College; M.A., Fordham University; Ph.D., Wayne State University. (1969)

*SCOTT T. SWANK, *Assistant Professor of History*
A.B., Elizabethtown College; M.A., University of Pennsylvania. (1966)

JOHN M. TULLEY, *Assistant Professor of Physical Education (part-time)*
B.S., East Stroudsburg State College; M.Ed., West Chester State College. (1964)

HELEN HEISEY WENGER, *Assistant Professor of English*
B.A., LaVerne College; M.A., University of Pennsylvania. (1966)

INSTRUCTORS

TIMOTHY R. BARNES, *Instructor in Psychology (part-time)*
A.B., Susquehanna University; M.A., Bucknell University; M.Div., Lancaster Theological Seminary. (1969)

EDWARD R. BARTEL, *Instructor in Geography (part-time)*
B.S. in Ed., Shippensburg State College; M.S., The Pennsylvania State University. (1963)

STANLEY K. BEERY, *Instructor in Mathematics*
B.A., Manchester College; M.S., Miami University. (1968)

DORIS KOPP BITTING, *Instructor in Business (part-time) and Clinical Instructor in Business Education*
B.S., Elizabethtown College; M.Ed., Temple University. (1964)

LOUISE BAUGHER BLACK, *Instructor in English and Clinical Instructor in English Education*
B.S., Elizabethtown College; M.S., Temple University. (1968)

PAUL N. BLOOM, *Instructor in Business*
B.S., Lehigh University. (1969)

---

* *Absent on Leave, 1969-1970.*

JULIA A. BOWERS, *Instructor in Physical Education (part-time)*
B.S., West Chester State College. (1969)

VIRGINIA HUNTER BURKEY, *Instructor in Music (part-time)*
B.Mus.Ed., Westminster College; S.M.M., Union Theological Seminary. (1969)

PAUL S. BUSCH, *Instructor in Business*
B.B.A., Whitewater State University; M.B.A., University of Wisconsin. (1969)

CHERYL R. CARNAHAN, *Instructor in Music*
B.A., Dakota Wesleyan University; M.A., Eastman School of Music, University of Rochester. (1968)

ELIZABETH GIPE CARUTHERS, *Instructor in Music (part-time)*
A.B., University of Michigan. (1969)

VIRGINIA K. CHRISTOPHER, *Library Cataloguer*
A.B., Washington University; M.L.S., Pratt Institute. (1969)

PAUL M. DENNIS, *Instructor in Psychology*
B.A., Bowdoin College; M.A., The New School for Social Research

MARY LOU HEIM EVANS, *Instructor in Modern Languages (part-time)*
B.A., Juniata College; M.A., The Pennsylvania State University. (1968)

WILLIAM E. GRAFFIUS, *Instructor in Political Science (part-time)*
B.S.,Lock Haven State College; M.Ed., The Pennsylvania State University. (1968)

HAROLD A. ESTEP, *Instructor in History*
A.B., M.A., University of California. (1969)

JOHN F. HARRISON, *Instructor in Music*
B.M., M.M., The Florida State University. (1967)

NANCY BOWMAN HATZ, *Instructor in Music (part-time)*
B.S., Lebanon Valley College; M.A., Columbus University. (1968)

EARL A. HOLMES, *Instructor in Biology*
A.B., Earlham College. (1967)

YVONNE E. KAUFFMAN, *Instructor in Physical Education*
B.S., Bridgewater College. (1966)

CARROLL HALL KREIDER, *Instructor in Business and Clinical Instructor in Business Education*
B.S., Elizabethtown College; M.Ed., The Pennsylvania State University. (1969)

SANDRA M. LEADER, *Instructor in Mathematics*
B.S., Millersville State College; M.A., The Pennsylvania State University. (1969)

DONALD G. LEDERMAN, *Instructor in Psychology (part-time)*
B.S., The City College of New York; M.A., The Ohio State University; Ph.D., Washington State University. (1965)

JOHN P. O'HAREN, *Instructor in Business (part-time)* (1965)

H. HERBERT POOLE, JR., *Instructor in History*
A.B., Franklin and Marshall College; M.A., University of Pennsylvania. (1969)

ELWOOD R. RABER, *Instructor in Science Education (part-time)*
B.S., Elizabethtown College; M.A.L.S., Bucknell University. (1965)

RAYMOND R. REEDER, *Instructor in Chemistry*
B.S., Case Western Reserve University. (1969)

JOHN ROCHE, *Instructor in Sociology*
B.A., City College of New York; M.A., The New School for Social Research. (1968)

ERNEST E. ROUSH, *Instructor in Business*
B.S., Elizabethtown College; M.B.A., Ohio University. (1968)

BARBARA SNYDER RUTH, *Instructor in Business (part-time)*
A.B., Vassar College; M.S. Columbia University. (1967)
LINDA RAE SCHENCK, *Instructor in Psychology*
A.B., Elizabethtown College; M.S., The Ohio State University. (1969)
WAYNE A. SELCHER, *Instructor in Political Science*
A.B., Lebanon Valley College; M.A., University of Florida. (1969)
PATRICIA HUFFMAN SHERFY, *Instructor in Music (part-time)*
B.S., Bridgewater College. (1969)
JOHN H. SNYDER, *Instructor in Sociology (part-time)*
B.A., West Virginia Wesleyan College. (1966)
KENNETH D. STAUFFER, *Instructor in Mathematics*
B.S., Kutztown State College; M.A., University of Northern Iowa. (1968)
EDWARD O. SWARTZ, *Instructor in Biology*
A.A., Hershey Junior College; V.M.D., University of Pennsylvania. (1969)
JOSEPH A. WHITMORE, *Instructor in Physical Education*
B.A., Bridgewater College. (1968)
THOMAS R. WINPENNY, *Instructor in History*
B.A., M.A., The Pennsylvania State University. (1968)
RICHARD C. WOOD, *Instructor in Art*
B.F.A., Rhode Island School of Design; M.F.A., Temple University. (1969)

GRADUATE ASSISTANTS

ALICE L. KNOUSE, *Graduate Assistant in Business*
B.S., Elizabehtown College. (1965)
NANCY L. PATRICK, *Graduate Assistant in Psychology*
A.B., Elizabethtown College. (1969)

ADMINISTRATIVE STAFF

BONNIE LOU BECKER
Operator-Programmer,
Data Processing Center

ANNE CARDINAL
Clerk, Registrar's Office

GLADYS L. CHASTAIN
Secretary to Director of TWAP

AGNES U. COBLE
Clerk, Post Office

MARY M. COX
Director of Residence,
Myer Residence

*ESTA CRAIGHEAD
Secretary, Secretarial Services

JOSEPHINE DALTON
Secretary, Secretarial Services

HATTIE DROHAN
Secretary to Director of Alumni Affairs

MARTHA J. DOUPLE, B.S.
Assistant to the Registrar

MELVA EBERSOLE
Secretary to Business Manager

NEVIN O. GARNER
Programmer,
Data Processing Center

H. JEANETTE GAW
Cash Receipts Clerk

MARY C. GOOD
Clerk, Bookstore

DOROTHY GROSH
Stenographer, Admissions Office

---

* Part-time

DOROTHY N. HAMILTON
Clerk, Library

ETHEL L. HEATON
Director of Residence, Royer Residence

JANET L. HILSHER
Secretary to Director of Admissions

MILDRED C. HIPPLE
Clerk, Library

J. ROBERT HOLLINGER
Chief Accountant, Business Office

EMMA V. HORNE
Secretary to Director of Development and Public Relations

*ELLEN HOWELL
Typist, Admissions Office

LAURETTA D. HYNICKER, R.N.
Head Nurse

ROSEMARY H. KERSHNER
Secretary, Secretarial Services

JEAN KRAYBILL
Secretary to Associate Dean of Student Affairs

BARBARA M. LANDVATER
Clerk, Development Office

MILDRED F. LONG
Library Assistant in Readers' Services

MARGARET B. MCSPARREN
Secretary, Secretarial Services

ELIZABETH MASON
Secretary to Dean of the Faculty

ELIZABETH A. MILLER, A.B.
Library Assistant in Charge of Circulation

RUTH B. MUMAW
Secretary to Director of the Library

SARAH JANE RABER
Secretary to Director of Athletics and to College Minister

DONNA REDCAY
Posting Clerk, Business Office

DOROTHY REED
Secretary to Director of Placement and for Development Office

GRACE RHEN
Clerk, Library

ALICE K. ROWLEY
Secretary, Dean of Student Affairs

*RUBY SHILEY
Secretary, Secretarial Services

STELLA SIKORSKI
Secretary, Director of Student Activities and Receptionist, Control Center

FREEDA SNAVELY
Switchboard Operator and Receptionist

BETTY L. SPANGLER
Clerk, Registrar's Office

BETTY V. TAMKIN
Secretary, Student Personnel Services

JUNE TULLEY, B.S.
Secretary to the Registrar

GERALDINE WAGNER
Secretary, Director of Public Information

JANET I. WASER
Clerk, Development Office

JOHN B. WEIDNER
Assistant to the Dean of Student Affairs

*GERALDINE WOLVERTON
Secretary, Secretarial Services

---

* *Part-time.*

Index

Page

Absences 17, 109
Academic Information 13
Academic Program 11
Administration 122
Administrative Staff 130
Admissions 8
Admission to Advanced Standing 8
Alumni Association 118
Art Department 27
Anthropology 99
Associate Board 121
Athletics 102
Attendance 109
Biology Department 29
Business Department 33
Calendar of the College 4
Campus 115
Campus Clubs 101
Campus Life 100
Chemistry Department 43
College History and Development 117
College Statement of Purpose 7
Conduct of Students 104
Correspondence 135
Counseling Services 106
Courses of Study 26
Early Admissions Plan 8
Education Core, General 12

Page
Education Department 47
Engineering 23
English Department 51
Ethnic Understanding Fund 114
Expense Information 109
Expenses, 1969-70 108
Faculty 123
Financial Aid 110
Forestry 23
Grants 111
Healing Arts 24
Health Services 102
History Department 57
Honors Award 114
Languages Department 64
Life Insurance Program 113
Loans 111
Location of College 118
Mathematics Department 61
Medical Technology 24
Music Department 71
Parents Association 119
Personnel Services 102
Physical Education and Health Department 78
Physics Department 81
Political Science Department 84
Pre-Legal 25
Pre-Ministerial 25
Professional and Pre-Professional Curricula 23
Psychology Department 88

Page

Publications and Communications . . . 113
Recreation and Athletics . . . 102
Religion and Philosophy Department . . . 92
Scholarships . . . 110
Sociology Department . . . 96
Special Programs . . . 19
Student Government . . . 100
Student and Public Enterprises . . . 106
Summer Study . . . 20
Trustee Board . . . 120
Withdrawals . . . 19, 109
Women's Auxiliary . . . 119

Correspondence

All correspondence should be addressed to Elizabethtown College, Elizabethtown, Pennsylvania 17022. Correspondence dealing with a particular matter should be directed as indicated below.

Academic Matters	Dean of the Faculty Alpha Hall
Admission of Students	Director of Admissions Alpha Hall
Alumni Activities	Director of Alumni Relations Alpha Hall
Business Matters	Treasurer Alpha Hall
Financial Assistance	Director of Financial Aid Alpha Hall
General Information	Director of Public Relations Alpha Hall
Gifts or Bequests	Director of Development Alpha Hall
Housing of Students	Director of Housing Schlosser Residence
Intercollegiate Athletics	Director of Athletics Baugher Student Center
Summer Session	Registrar Alpha Hall

ELIZABETHTOWN COLLEGE

BULLETIN
1971-1973

Elizabethtown College Bulletin

Elizabethtown College
Elizabethtown, Pennsylvania

Sixty-ninth Catalog Number

Vol. LVII *June, 1971* *No. 4*

Published quarterly by Elizabethtown College. Second-class postage paid at Elizabethtown, Pennsylvania 17022.

Calendar

1971-1972

FALL SEMESTER—1971

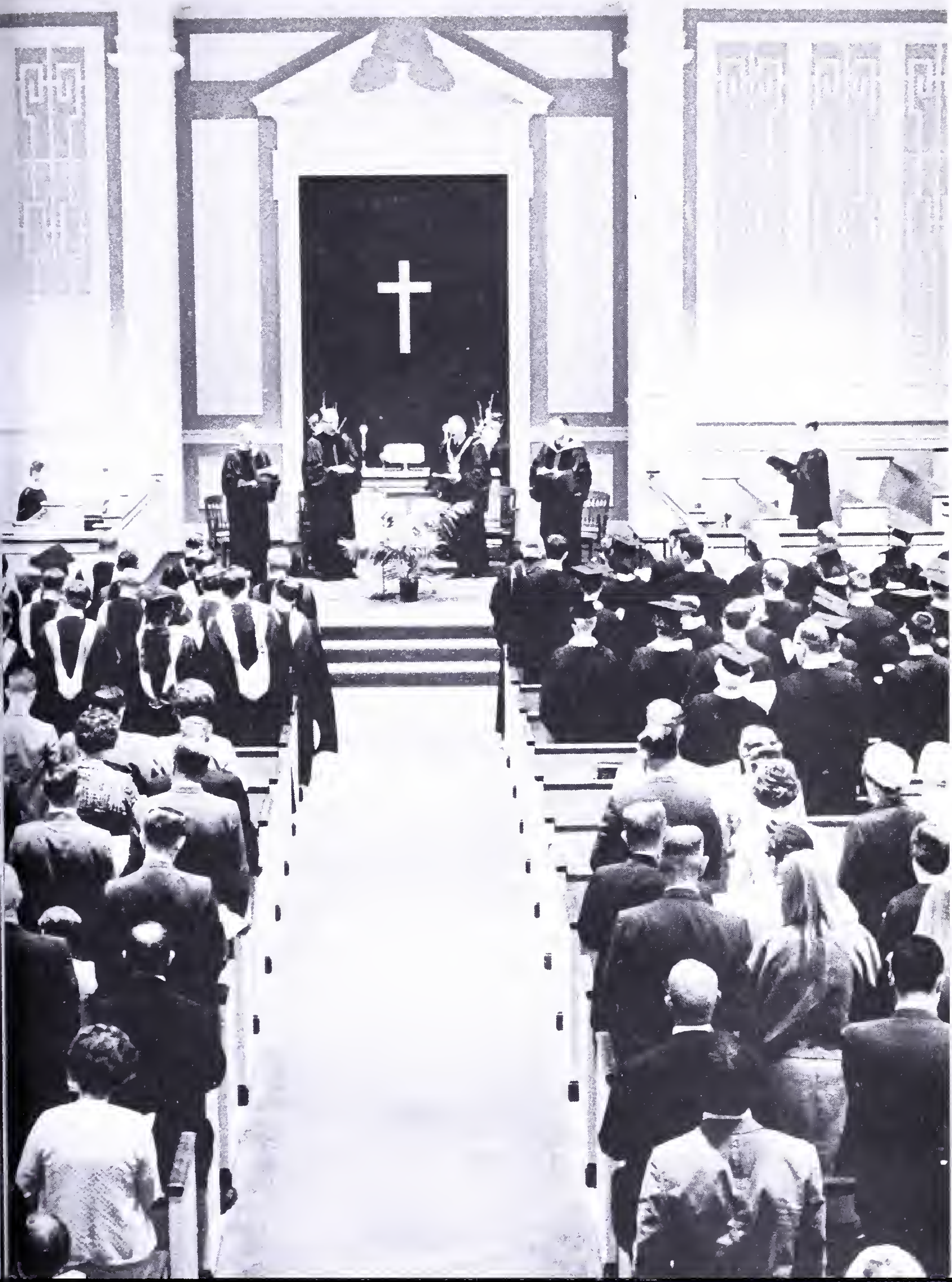
September	13	Monday	Evening Session Registration
September	18	Saturday	Registration—Freshmen
September	20	Monday	Registration—Upperclassmen and Transfers
September	20	Monday	Evening Sessions Classes begin
September	21	Tuesday	Day Classes begin—8:00 a.m.
November	9	Tuesday	Mid-semester
November	24	Wednesday	Thanksgiving Recess begins, 5:00 p.m.
November	29	Monday	Classes resume—8:00 a.m.
December	17	Friday	Christmas Recess begins, 5:00 p.m.
January	4	Tuesday	Classes resume—8:00 a.m.
January	19	Wednesday	Final Examinations begin.

SECOND SEMESTER—1972

January	24	Monday	Registration—Evening Sessions
February	1	Tuesday	Registration
February	2	Wednesday	Classes begin—8:00 a.m.
March	14	Tuesday	Mid-Semester
March	24	Friday	Spring Recess begins, 5:00 p.m.
April	4	Tuesday	Classes Resume—8:00 a.m.
May	17	Wednesday	Final Examinations begin
May	28	Sunday	Commencement

SUMMER SESSIONS—1972

Term I	June 12-July 14
Term II	July 17-August 18
Evening Session	June 19 to August 11



Statement of Purpose

The purpose of Elizabethtown College is personal.

To be personal is to become ever freer of one's limitations. Elizabethtown College seeks to aid the student in further developing competent and constructive habits of thought, a desire and capacity to know, clear and coherent means of self-expression, and a growing understanding of himself and the world around him—natural, social and cultural.

To be personal is to have a sense of values. The College accepts and promotes among the members of its academic community the values, attitudes, and motives which are historically associated with the Christian faith. It recognizes each person as a moral being for whom life has meaning and destiny. It believes that without a sense of moral responsibility, the educated person can serve inhuman and degrading purposes as easily as he can serve human and redemptive purposes.

To be personal is to have a sense of social responsibility. Elizabethtown College expects each member of the academic community to face the basic issues of his personhood, to be involved in a creative and orderly relationship with others in the academic community, and to pursue excellence in a climate of responsible freedom. The College, in keeping with its historic motto, advocates the ideal of service to society in personal and professional pursuits.

The Admission Process

Elizabethtown College welcomes serious students who intend to apply themselves to the educational process. Students are admitted without reference to race, color, creed or national origin. The College reserves the right to admit students on a selective basis in order to maintain departments and majors of an effective size. Students may be admitted under four different plans.

A. REGULAR ADMISSIONS PLAN

Young men and women who are high school graduates will be welcomed for admission to Elizabethtown College. Their records should indicate good character, serious scholarship, and satisfactory health in order that they might do acceptable college work.

Guiding principles used as applications are evaluated suggest:

1. That the student be a graduate of a senior high school accredited by the regional accrediting agency or by the Department of Education of the state in which he lives.
2. That he be recommended by his high school principal and/or guidance counselor both in regard to academic ability and character qualifications.
3. That he complete a College Preparatory course. If a student has not completed such a course but is deemed, through test scores or other means of evaluating his potential, qualified for entrance, he may be admitted.
4. That he take the American College Test or the Scholastic Aptitude Test. Students not completing the American College Test prior to admission will be requested to do so before registering.
5. That he appear for an on-campus interview.
6. That he provide a physician's statement on a form provided by the College.

ADVANCED PLACEMENT PROGRAM (CEEB)

Elizabethtown College participates in the Advanced Placement Program of the College Entrance Examination Board. With the approval of the department concerned and the Dean of the Faculty, advanced placement and credit are granted to students who perform satisfactorily in college-level courses and on the Advanced Placement Examination.

B. EARLY ADMISSIONS PLAN

In a sincere effort to provide an opportunity for academic acceleration by superior students, Elizabethtown College has initiated a program under which carefully selected students may begin their higher education immediately after completing the junior year in high school.

Students enrolled under this program become full-fledged freshmen at the College and, upon successful completion of the freshman year, are granted a high school diploma in addition to the college credits earned. This program has the full cooperation and support of the Pennsylvania Department of Education.

All degree programs at the College are available to these selected students, who are expected to exhibit the mental and emotional maturity necessary to adjust to the general program of the College. Following enrollment, students receive close academic guidance by selected faculty members.

All applicants for the accelerated admission program are carefully screened on a highly individualized basis. Particular attention is given to the following personality factors: mental ability, scholastic achievement, social and physical maturity, and personal motivation.

To be accepted, students must have completed the eleventh year in an accredited high school program and rank in the upper percentiles of their high school class.

Test results are given weighty consideration.

The opinions and predictions of the student's high school principal and guidance counselor are of prime importance, as are those of the College's department head in the particular discipline elected by the applicant.

The written approval of the student's parents, high school principal, and guidance counselor is mandatory before the student can be accepted. Others participating in the selection process are the Dean of the Faculty of Elizabethtown College, the College's Director of Admissions, and the Director of Testing at the College.

In addition to the indicated statistical data, the selection process includes a conference with the student by College officers in the presence of the parents, principal and guidance counselor.

Any student interested in applying for his accelerated program should first discuss the matter thoroughly with the high school guidance counselor and then write to the Director of Admissions at Elizabethtown College for an application form.

C. COLLEGE ADMISSION PLAN

Elizabethtown College welcomes students who have been enrolled in other colleges and who find enrolling at Elizabethtown to be of value to their educational objectives. Students who, at the time of matriculation, are graduates of a degree granting, two-year college accredited by one of the six regional accrediting agencies will receive full Junior standing and will be required to earn a minimum of 64 semester hours for graduation from the College.

Students who do not have a degree may transfer a maximum of 64 hours of credit from an accredited two-year college.

College credits not transferred as a part of a degree program and obtained with a grade of C or P or better from other accredited institutions and acceptable toward a degree at Elizabethtown College, may be transferred upon the approval of the Registrar. In any doubtful situations, the Registrar will consult with the Department Chairman and/or the Dean. Grades are not transferable.

In addition to the six principles listed under the Regular Admission Plan, the student will need to present an official transcript indicating work completed at, and honorable dismissal from any and all colleges attended. The College will request a recommendation from the personnel deans of the college last attended. Students from non-accredited institutions should see the special admissions plan listed below.

D. SPECIAL ADMISSIONS PLAN

1. Transfer students from non-accredited colleges:
   Students may wish to enroll at Elizabethtown who have attended a non-accredited institution. In those cases in which the record is above average, the College may allow a student to validate this non-accredited work by passing more advanced courses at Elizabethtown. In such cases, Elizabethtown reserves the right to revise the evaluation after the equivalent of one semester work at Elizabethtown College. Such students may also validate credit by passing the College Level Examination Program Tests upon the approval of the department concerned and the Dean of the Faculty.
2. Continuing Education for mature adults:
   Many adults have continued a broad reading program as well as having had other valid learning experiences. Credit for that which they

have learned in these less formal ways is available through testing. Elizabethtown College accepts up to two years of college credit from the College Level Examination Program Tests.

In some instances, mature adults are able to benefit from a college experience but lack the formal education to enter college under one of the three plans listed above. In those cases in which successful work or other experience indicates such strength, a student may be admitted as a special student on a trial basis.

In all special admissions cases, as many of the principles listed under the Regular Admission plan as possible will be followed.

Statement of Objectives

The purpose of Elizabethtown College must be reflected in the behavior of the persons who are members of the College community if it is to become real. Because the purpose of the College involves the total person, these behavioral objectives are broadly stated and involve the totality of life.

In keeping with its basic commitments, Elizabethtown College will pursue the following basic objectives in the affective, cognitive, and physical realms of learning: affective relates to attitudes, interests and values; cognitive relates to the intellectual; and physical relates to bodily health.

Objectives for Affecting Learning:

Each person is encouraged to develop:

1. An increasing orientation as reflected by widespread intellectual interests and sufficient motivation to achieve success.
2. The ability to be inner-directed and self-confident.
3. The ability to express himself through social participation and personal spontaneity.

Objectives for Cognitive Learning:

General Studies

Each person is expected to develop:

1. An increasing understanding of himself as a person.
2. A broad understanding of the world around him.
3. An understanding concern for his fellowmen.

4. The ability to select and analyze critically alternative solutions to a problem.
5. A willingness to be the type of person who will strive to continually grow toward his highest potential.

Major Studies

Each person is expected:

1. To master the skills and knowledge of a specialization.
2. To participate in learning experiences that become increasingly self-directed.
3. To develop the ability to integrate his knowledge from general studies and from his specialization.
4. To Demonstrate that he has developed the academic foundation and personal desire to continue learning after college.

Objectives for Physical Learning

Each student is expected to develop:

1. Certain basic skills in one or more sports.
2. An understanding of the value of physical development.
3. An appreciation of physical activities for ongoing recreation and productive use of leisure time.

Elizabethtown College supports and encourages the development of the traits of personality, intellectual capacity and personal health which are congruent with the objectives outlined above. Their achievement is never complete and the opportunity for growth is always present. This growth will be periodically evaluated and such evaluation will be followed by guidance to assist the student in continued growth.

THE PROGRAM

The living-learning collegiate experience is viewed by Elizabethtown College as a unit. Student involvement in campus governance, the acceptance of social responsibility, involvement in caring for others, active integrity in all forms of relationships, and many other forms of experience are of equal concern with the formal study program.

The Academic Program

A student attending Elizabethtown College will find that the academic program is structured to help each person attain a broad general understanding as well as a depth of knowledge in a chosen field. The broad general understanding is achieved through the General Studies program, which is common to all students wishing to achieve a particular degree. Depth in a chosen field is achieved through the major.

The curriculum of the typical student will include (1) the General Studies, which is common to all students enrolled in a particular degree program, (2) a departmental or interdisciplinary major as specified by the departments in which the major is elected by the student, and (3) elective courses. Some students may elect an area of concentration. A student majoring in elementary education will need to elect an Area of Concentration in an academic department. A student who wishes to teach at the secondary level will need to elect an area of concentration in secondary education leading to certification as a teacher.

In addition each student may wish to consider enriching his program by electing such special opportunities as the cultural Area Studies programs. Such programs may be achieved in addition to, and at the same time as, a major by selecting courses that will apply both to the General Studies and to the Area Studies program. A junior year abroad educational experience in Germany, France, Latin America, or Ghana may be planned to apply directly toward graduation.

Each student should plan carefully the total college experience in order to achieve the greatest possible good from the many opportunities Elizabethtown offers him.

The College reserves the right to limit the number of courses and sections of courses to be offered in any semester or session.

GENERAL STUDIES

Care has been taken to allow for considerable choice within General Studies. The student should select with understanding to strengthen his total college experience. A student might be wise to consider choosing an "integrating idea" to pursue and select a program of courses focusing upon that idea. For example, a student might elect to complete a cultural Area Studies program and fulfill the general education requirements simultaneously. See the information under cultural Area Studies to structure this type of program. The same would be true for Areas of Concentration. See the departmental listings for course descriptions.

Special General Studies programs or deviations from the established program must be approved by the Academic Standarding Committee.

Course	B.A. hours	B.S. hours	
Literature	6	6	Each student should achieve minimum English competency before taking En 105. Students should elect En 105 and one other course in English or American Literature.
Modern Language	6		Each student for the B.A. must achieve competency equal to Language 202. For a student with two years of high school language this will normally mean second year college language or six hours. Those without language will need to enroll in first year language without credit.
Fine Arts	3	3	May be fulfilled by any Art course, any Theatre course (En 181, 282, 291, 292 or 382) or the following Music courses: MU 101, 111, 112, 212, 315, 415, 417, and credit in applied music and ensembles in En 181, 282, 291, 292, 382.
Religion and Philosophy	6	6	Select two of the following courses: Rel 105, 115, 125, 205, 215, or either of these two sequence studies. Rel 105 and Rel 355, or Rel 125 and Rel 321; any two courses in Philosophy with the exception of Ph 481-490.
History	6	6	Select Hi 105 and one other history course.
Social Science	9	9	Select three courses from among Economics, Political Science, Psychology or Sociology.
Mathematics or Logic	3	6	
Natural Science	8	8	Select from Biology, Chemistry, Earth Science or Physics, two courses in one science or one course in Physics and one in Earth Science.
Physical Education	4	4	
Electives	12	12	Selected courses to strengthen the overall general educational program according to the student's individual need.

An experimental General Studies Program has been approved involving blocks of work in the Humanities, Social Sciences, and Sciences; Atlantic Area Studies; Non-Western Area Studies, and Human Behavior and Communications. When students register in these, the Dean of the Faculty will designate specific credit toward the above General Studies requirements.

DEPARTMENTAL MAJORS AND AREAS OF CONCENTRATION

Each student should select a major which is a study in depth. It is not necessary in most cases for a new college student to make this decision immediately, but careful consideration is important. Those who have serious questions about their major should elect a broad selection of required General Studies courses in the freshman year. This will enhance the understanding of various opportunities for majors and allow time for the decision to be made.

The following is an explanation of catalog course descriptions.

Bio 103 INTRODUCTION TO BIOLOGY 1-5-4
Bio 104 GENERAL BIOLOGY 1-5-4 Prereq. Bio 103

Bio 103 is the course number and designation and indicates a Freshman level course. The number of the course reflects the level of instruction rather than the year taken. INTRODUCTION TO BIOLOGY is the course title.

In 1-5-4, the first numeral (1) signifies the number of 50-minute periods of formal class or recitation meetings a week. The second numeral (5) is the number of 50-minute class periods devoted to laboratory per week. The third numeral (4) signifies the total semester hours credit for the course. In many cases programs and methods of teaching vary from semester to semester.

Credits are expressed in semester hours.

The last column (Prereq. Bio 103) lists the conditions by which course may be taken.

Prereg.—prerequisite, the given course or courses must have been earned prior to registration for the course listed, e.g. credit in Bio 103 must have been secured before registration for Bio 104.

Coreq.—corequisite, here a course may have been completed prior to registration for the course in question or it may be taken simultaneously with that course.

P.O.I.—permission of the instructor. Registration for the course may be made only after securing written permission of the instructor listed to teach the course.

DEPARTMENT OF ART

Associate Professor: Libhart *(Chairman)*
Instructor: Wood

The twofold objective of the Department of Art is to develop the student's potential for creativity through self-expression in art, and to equip him with such knowledge and discrimination as will permit his fuller judgment and enjoyment of traditional and modern fine arts works. Both as a subject of study and as an area of participation, art is regarded in the philosophy of this department as integral to the fullest education of a man. To this end, the courses are designed to stimulate the student's experience with the tools of art, with the intellectual content of art, in the practices of art, and in the evaluation of art. A major in Art is not offered.

Area of Concentration

Courses for elementary education majors who have chosen Art as an Area of Concentration are as follows: Art 105, (211 or 221), (311 or 321), (323 or 324), 351, and 9 hours of electives.

COURSE OF INSTRUCTION

Art 105 DRAWING 0-5-3

Instruction in the studio use of draughting media—charcoal, pencil, India ink, drybrush and pastel—and their application in rendering, sketching, structural analysis, and design, with emphasis on drawing from the live model.

Art 211 PAINTING 0-5-3

Instruction in the practices of studio easel painting in oil, acrylic, and opaque mixed media, with six works required for the semester, comprising subjects of the live model, landscape, still life, and abstraction from nature. Last class meeting to be a review of the students' art, exhibited in Alpha Lounge.

Art 311 ADVANCED PAINTING 0-5-3

Concentrated practice in particular approaches and techniques of painting in various opaque media, including both objective and non-objective compositions, including treatment of the figure in a setting, or multiple figures in one study. Six works to be completed during the semester. Prerequisite: Art 211, or consent of the instructor.

Art 221 SCULPTURE 0-5-3

Instruction in the techniques of traditional three-dimensional carving and modeling, and casting in plaster. Two works to be completed in the semester: one in wood, one in plaster.

Art 321 ADVANCED SCULPTURE 0-5-3

Instruction for the experienced student in handling techniques in sculpture, in the production of two major works for the semester. Prerequisite: Art 221, or consent of the instructor.

Art 251 ETCHING AND PRINTMAKING 0-5-3

Exploration by the student, of his choice of any six following methods in printmaking, with three identical prints required from each chosen technique: woodcut; silk screen; drypoint, hard ground, soft ground, or aquatint etching; calligraph; mezzotint; linocut; and intaglio.

Art 323 COMPARATIVE WESTERN ART 3-0-3

A selected survey of European and American works of music, painting, sculpture, and literature, demonstrating the common bonds of their aesthetic, generic, and philosophic elements.

Art 324 COMPARATIVE AMERICAN ART 3-0-3

A comprehensive survey of developments in the arts and literature of the United States, with emphasis on their observable mutual characteristics deriving from social, economic, and political developments.

Art 355 History and Appreciation of Art 3-0-3

A systematic study of the chronological development of painting, sculpture, and architecture in the Western epochs since ancient times.

Art 371-380 Seminars in Fine Arts (Variable Credit)

Art 481-490 Independent Study in Art (Variable Credit) P.O.I.

DEPARTMENT OF BIOLOGY

Professor: Pepper *(Chairman)*

Assistant Professors: Heckman, Hoffman, Kenney, Laughlin

The curriculum of the Department of Biology is designed to acquaint the student with structural, functional and populational aspects of living material. Distribution requirements are arranged to assure this exposure; however, electives are allowed so that the student may pursue his own individual interests. Departmental and collateral course requirements have been selected in order to prepare those planning to teach or enter industry as well as to prepare the student for graduate, medical, and professional schools.

B.S. with Major in Biology

A major in the Department of Biology will consist of a minimum of 22 semester hour credits in Biology at the 200 level and above. Bio 103 and Bio 104 may be waived by examination. Biology majors also must show competency through Ch 202, Phys 211, Ma 121 and the intermediate year of a foreign language. Students planning to teach in the secondary schools will take the necessary subjects prescribed by the Department of Education. Those not planning to teach in the secondary schools will take Ch 301.

The following distribution of Biology courses is required for a major:

One course from among Bio 204, Plant Morphology; Bio 205, Microbiology; Bio 207, Invertebrate Zoology.

One course from among Bio 303, General Physiology; Bio 309, Plant Physiology, Bio 414, Cell Physiology; and

Courses Bio 307, Ecology; Bio 211, Genetics; Bio 499, Seminar in Biology.

The student may elect as desired from among Bio 202, Comparative Anatomy, Bio 206, Plant Taxonomy; Bio 253, Histology-Histological Technique; Bio 304, Embryology; Bio 314, Applied Microbiology, Bio 481-490, Independent Problems in Biology.

Area of Concentration

Courses for elementary education majors who have chosen Biology as their area of concentration have been selected on a basis of distribution between plant and animal emphasis while acquainting the student with structural, functional, and populational aspects of Biology.

It is suggested that elementary education majors who elect Biology as their area of concentration should elect courses among the following: Bio 103, Bio 104, Bio 202, Bio 204, Bio 206, Bio 207, Bio 211, Bio 307.

COURSES OF INSTRUCTION

Bio 103 INTRODUCTION TO BIOLOGY 1-5-4

A study of the characteristics of life, the cell, basic chemicals of life, and heredity. One hour each week will be devoted to a general assembly session. Each student will sign up every week for two 2-hour audio-tutorial sessions which will integrate the laboratory and course material into a multi-media learning approach. This course is designed as an introduction for those who plan to major in Biology as well as those who select Biology for their science requirement.

Bio 104 GENERAL BIOLOGY 1-5-4 Prereq. Bio 103

A survey of the plant kingdom, energy relationships, vertebrate anatomy, physiology and reproduction, and evolution. A multi-media approach is used as in Biology 103.

Bio 202 COMPARATIVE ANATOMY OF VERTEBRATES 2-4-4 Prereq. Bio 104

A comparative study of the morphology and fossil record of selected Chordates as evidence for Chordate evolution. Laboratories are open for study in addition to scheduled hours.

Bio 204 PLANT MORPHOLOGY 2-4-4 Prereq. Bio 104

A detailed study of lower and higher plant structures.

Bio 205 MICROBIOLOGY 2-5-4 Prereq. Bio 104 and Ch 102

A detailed study of the morphology, physiology and identification of bacteria as well as their relationships with their environment.

Bio 206 TAXONOMY OF VASCULAR PLANTS 2-4-3 Prereq. Bio 204 or P.O.I.

A laboratory, field and discussion course concerning the classification of vascular plants with emphasis on taxonomic principles, systems of classification, family characteristics, and relationships. Field trips required.

Bio 207 INVERTEBRATE ZOOLOGY 2-4-4 Prereq. Bio 104

A comprehensive study of selected representatives of each of the invertebrate phyla.

Bio 211 GENETICS 3-4-4 Prereq. Bio 104

A study of Mendelian and molecular genetics.

Bio 253 HISTOLOGY, HISTOLOGICAL TECHNIQUE 2-4-4 Prereq. Bio 104 and Ch 102

A microscopic study of tissues as well as practice in tissue staining, embedding, and slide preparation.

Bio 303 GENERAL PHYSIOLOGY 3-4-4 Prereq. Bio 253 or Bio 202

A functional analysis of vertebrate and invertebrate systems.

Bio 304 EMBRYOLOGY 2-4-4 Prereq. Bio 202

A study of the comparative vertebrate development from gametogenesis to the growth and histological differentiation of organs.

Bio 307 GENERAL ECOLOGY 3-4-4 Prereq. 200 level botany and zoology or P.O.I.

A study of the relationships betwen plants and animals and their environment, including an examination of energy flow, mineral and water cycling, effects of environmental extremes and population growth. These subjects are discussed in relation to the effects of modern technology on natural ecosystems. Field trips required.

Bio 309 PLANT PHYSIOLOGY 3-4-4 Prreq. Bio 204 and Ch 202 or P.O.I.

A study of plant growth and development, including a discussion of photosynthesis, mineral nutrition, metabolism, water relations and plant hormones.

Bio 314 APPLIED MICROBIOLOGY 2-4-4 Prereq. Bio 205 and Ch 201

A study of microorganisms as they relate to their natural environment, industrial processes, and to public health.

Bio 371-380 SPECIAL TOPICS IN BIOLOGY Variable credit. Prereq. Permission of the Department of Biology

Directed study in topics of special interest to advanced biology students.

Bio 414 CELL PHYSIOLOGY 1-4-3 Prereq. Bio 104 and Ch 202

A chemical and physical approach to the understanding of cell mechanisms. Much independent work is expected of the student.

Bio 481-490 INDEPENDENT PROBLEMS IN BIOLOGY Variable credits Prereq.

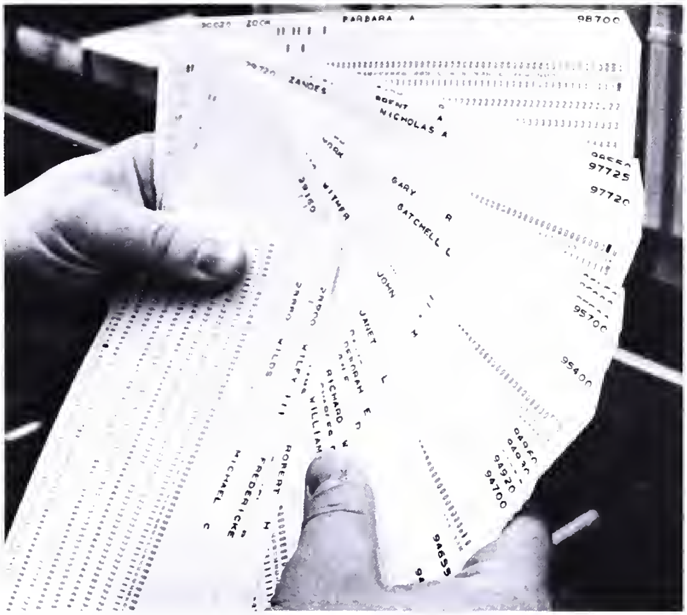
16 credits in Biology and permission of the instructor and chairman of the department.

Designed to allow the student to do independent work and limited research in some phase of biology.

Bio 498-499 SEMINAR IN BIOLOGY 1-0-1 Prereq. 18 credits in biology

Students will present laboratory or literature research to the group. Topics will vary from year to year.

Ed 305 PRACTICUM IN SECONDARY EDUCATION: SCIENCE 6-3-6 (See Education)



DEPARTMENT OF BUSINESS

Professor: Bitting *(Chairman)*

Associate Professors: Christopher, Eppley, Evans, Kish, Pomroy

Assistant Professors: Gliptis, C. Kreider, Neyer, Premus, Putnam, Roush, Scheewe

The primary objective of the Department of Business is to provide comprehensive programs of professional education for young men and women who wish to achieve responsible positions in business, organizations, private and public, and academic institutions. The general objectives are to:

1. Prepare contemporary and future leaders
2. Develop a broad understanding of the nature of business and its role in society
3. Enlarge the students' competence in the qualities for success in the business world, and
4. Provide the foundation for graduate study, continuing self-education and personal development.

The various programs offered in the Business Department are based strongly in the tradition of a liberal arts education.

B.S. with major in Accounting—Preparation for entrance into the profession of accounting (public, private or governmental) requires a basic business core in addition to a proficiency in accounting. The increased emphasis upon computer and quantitative techniques by business necessitates guiding students into electing additional courses in these areas.

B.S. with major in Business Administration—Preparation to become tomorrow's business leader requires a broad background in business, plus the ability to use quantitative techniques in solving problems. This background and basic tools will evolve from the business core and mathematics requirements. Further understanding in a specific area of business will be available by choosing one of the five areas of concentration.

B.S. with major in Business Education—Students who plan to teach in the business department of a secondary school need competency in four areas. The curriculum contains liberal training in courses outside the field of business, a broad background in business, depth in at least two certification areas in business, and professional education. The professional training will be conducted by personnel who have been secondary business teachers and maintain an awareness of current developments through close relationships with area high school business departments.

B.S. with major in Economics—Preparation for a career in economics requires a broad background in basic economic theory coupled with an in-depth study of the quantitative tools so important to today's economist. The economics curriculum is designed to provide the student with this breadth and depth. In light of the increasing emphasis on the quantitative approach to economic theory, students are advised to select courses in mathematics and computer science beyond those specifically required in the economics curriculum.

The B.S. with major in Business Administration may be earned in the evening program. See description on page 108.

ACCOUNTING

A major in Accounting will include:

1. 27 semester hours in the Business core:
    Ac 107 Financial Accounting
    Ac 108 Managerial Accounting
    BA 215 Principles of Marketing
    BA 248 Quantitative Techniques for Business
    BA 325 Business Finance
    BA 331, 332 Business Law
    BA 361 or 366 (Management Course)
    CS 125 Introduction to Computer Processing
2. An additional 24 semester hours in Accounting including:
    Ac 205, 206 Intermediate Accounting
    Ac 305, 306 Cost Accounting
3. Within the General Education core, MA 151 and MA 117 (or higher level course) must be taken. EC 101 and EC 102 are specifically required in addition to 9 semester hours of Social Sciences excluding Economics.
4. Electives to complete the total requirements for the B.S. degree. Courses in Mathematics and Computer Sciences are recommended.

BUSINESS ADMINISTRATION

A major in Business Administration will include:

1. 27 semester hours in the Business core
   Ac 107 Financial Accounting
   Ac 108 Managerial Accounting
   BA 215 Principles of Marketing
   BA 248 Quantitative Techniques for Business
   BA 325 Business Finance
   BA 331, 332 Business Law
   BA 361 or 366 (Management Course)
   CS 125 Introduction to Computer Processing
2. 12 semester hours concentration beyond the Business and General Education cores in one of the following areas;
   Accounting
   Computer Science
   Economics
   Management
   Marketing
   (9 of these 12 hours must be taken on the Elizabethtown College campus.)
3. Within the General Education Core, MA 151 and MA 117 (or higher level course) must be taken. EC 101 and EC 102 are specifically required in addition to 9 semester hours of Social Science excluding Economics.
4. Electives to complete the total requirements for the B.S. degree. Courses in Mathematics and Industrial Psychology, are recommended.

BUSINESS EDUCATION

A major in Business Education will include:

1. 23 semester hours in the Business core:
   Ac 107 Financial Accounting
   Ac 108 Managerial Accounting
   BA 215 Principles of Marketing
   BA 331, 332 Business Law
   BEd 111 Elementary Typewriting
   BEd 421 Office Practice
   CS 125 Introduction to Computer Processing.
2. Certification for secondary teaching in Business Education includes:
   A. Two or more of the following areas: Accounting, Computer Science, Marketing, Secretarial, and Typewriting.
   B. The professional education program for secondary certification.
3. Within the General Education Core, 6 semester hours of Mathematics are required. EC 101 and EC 102 are specifically required in addition to 9 semester hours of Social Sciences excluding Economics. Speech proficiency must also be achieved.
4. Electives to complete the total requirements for the B.S. degree.

5. Business Education majors may receive credit in shorthand and typing by examination. This regulation does not apply to BEd 301 and BEd 311. Based on the results of an examination the student may be given credit for either BEd 101 or BEd 201, and will be advised of additional courses needed in shorthand. The same will apply for typewriting with possible credit in BEd 111 and BEd 211.

ECONOMICS

A major in Economics will include:

1. 33 semester hours in Economics courses including:
   Ec 101, 102 Principles of Economics
   Ec 201 Introduction to Mathematical Economics
   Ec 202 Introduction to Econometrics
   Ec 401, 402 Advanced Economic Theory
2. CS 125 Introduction to Computer Processing
3. In addition the major requires 12 hours of history, 9 hours of political science, 6 hours of sociology and MA 151 and either MA 121 or MA 117-118.
4. Electives to complete the total requirements for the B.S. degree. Ac 107 and Ac 108 are specifically recommended; courses in mathematics and computer-science are also recommended.

Comprehensive Social Science Major:

A student may choose Economics as either a major or minor area in the comprehensive Social Science program. The requirements are:
24 hour Major area: Ec 101, Ec 102, Ec 303, Ec 308; two courses from Ec 304, Ec 306, Ec 307; two additional economics courses.
12 Hour Minor Area: Ec 101, Ec 102; two courses from Ec 303, Ec 304, Ec 307, Ec 308 (Ec 303 and Ec 308 are recommended).

Area of Concentration for Elementary Education Major:

The 24-semester-hour area of concentration for an Elementary Education Major may be completed in the area of Business Administration or Economics.
The requirements are:

Business Administration:
Ac 107; Ec 101, Ec 102; BA 361 and/or BA 467; CS 125; any additional Accounting, Business Administration, or Computer Science courses.
Economics:
CS 125; Ec 101, Ec 102; any additional Economics courses.

COURSES OF INSTRUCTION

ACCOUNTING

Ac 107 FINANCIAL ACCOUNTING 2-2-3

An introductory course designed to acquaint the student with the basic structure and interpretation of financial statements including the classification and contents of accounts and external reporting concepts.

Ac 108 MANAGERIAL ACCOUNTING 2-2-3 Prereq. Ac 107

Uses the information gathered from accounting records and other information sources to prepare internal reports and analyses to assist management in control and decision making.

Ac 201 PERSONAL INCOME TAX 3-0-3

To acquaint the student with the provisions of the Internal Revenue Code as it relates to the preparation of the tax returns of individual taxpayers. The course attempts to give the student a basic knowledge of the law so that he will be able to prepare his own tax return and be able to recognize tax problems or potential areas for tax saving. Students without business or accounting background are encouraged to enroll.

Ac 205 INTERMEDIATE ACCOUNTING 3-0-3 Prereq. Ac 108

Ac 206 INTERMEDIATE ACCOUNTING 3-0-3 Prereq. Ac 205

A thorough study of the use and composition of various and alternate accounting concepts and generally accepted accounting principles; prevailing accounting theories in determining net income; the use of fund and cash flow statements.

Ac 302 ADVANCED TAX ACCOUNTING 3-0-3 Prereq. Ac 201 and Ac 205

Further study of the Internal Revenue Code as it relates to partnerships, corporations, trusts and estates and exempt organizations. The taxation of business by States is also covered.

Ac 305 COST ACCOUNTING 3-0-3 Prereq. Ac 108

A study of the quantitative aspects of managerial cost accounting, including cost-volume-profit analysis, budgeting, standard costs, and the concept of relevant costs.

Ac 306 ADVANCED COST ACCOUNTING 3-0-3 Prereq. Ac 305

A continuation of the managerial emphasis on cost accounting including capital budgeting, inventory control, joint-and-by-product costing, and process cost accounting.

Ac 405 AUDITING 3-0-3 Prereq. Ac 206

An analysis of the responsibilities and work of an auditor, the purpose and kinds of audits, systems of internal control and check, standard auditing procedures and tests, auditor's reports and opinions.

Ac 406 ADVANCED ACCOUNTING 3-0-3 Prereq. Ac 206

A detailed study of accounting for partnerships and corporations; comparative statements, analysis of working capital, insurance, installment sales; an introduction to accounting for consolidations.

Ac 471 INTERNSHIP IN ACCOUNTING Variable Credit. Prereq. Approval of Department Chairman

A series of work experience in accounting with either a public accounting firm, a business firm, or governmental agency.

Ac 481-490 INDEPENDENT STUDY Variable credit Prereq. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of accounting.

Ac 498-499 SEMINAR IN ACCOUNTING 3-0-3 Prereq. P.O.I.

A study of selected topics currently under discussion in the accounting field. A major research project will be required.

BUSINESS ADMINISTRATION

BA 215 PRINCIPLES OF MARKETING 3-0-3 Prereq. Ec. 101

An investigation of the strategies employed in marketing; a description of the services provided by the various middle-men; an analysis of the basic marketing functions; description of the government's role in marketing; and an investigation of marketing's role in society (consumerism, ecology, ethical and moral facets).

BA 248 QUANTITATIVE TECHNIQUES FOR BUSINESS 3-0-3 Prereq. MA 151 and either MA 101 or MA 117

A course designed to develop familiarity with statistical and mathematical methods specifically applicable to business. Topics to be covered will include: Gantt charts, CPM, PERT, Linear Programming, Decision Criteria, Simulation, Game Theory, Inventory, Models, Quality Control, and Correlation.

BA 312 PRINCIPLES OF ADVERTISING 3-0-3 Prereq. BA 215

A study of the decisions made by the advertiser. Topics include: consumer behavior; setting objectives; budgeting; finding an agency; media selection; message design; regulation of advertising; and social responsibility. Emphasis is placed on current developments in advertising.

BA 313 RETAILING MANAGEMENT 3-0-3 Prereq. BA 215

The various functional aspects of retailing are investigated. Included are strategy planning; store location—area and community analysis; plus specific site evaluation; store facilities planning; merchandise planning and control; pricing fundamentals; demand analysis; customer services; sales promotion, as well as the organization and staffing of different retailing structures. Emphasis is focused on the managerial reponsibilities and decision making methodology.

BA 316 MARKETING MANAGEMENT 3-0-3 Prereq. BA 215

A detailed analysis of the formulation of overall policies in marketing are covered and the planning techniques for embodying these policies and their strategies in marketing programs are synthesized. This is accomplished by a combination of team case study analysis and presentation. The operational problems and opportunities are stressed more than conceptual models of the situations.

BA 325 BUSINESS FINANCE 3-0-3 Prereq. Ac 108

An analysis of the management of the funds of a business. Emphasis is placed on the impact of various securities in the capital structure, on the place of and on the role of financial planning and capital budgeting.

BA 331 BUSINESS LAW 3-0-3

BA 332 BUSINESS LAW 3-0-3

The study of legal principles applicable to business, with emphasis on the law of contracts, agency, personal property and bailments in the first semester. The second semester continues the study of legal principles in relation to business with emphasis on the law of partnerships, corporations, real property, commercial paper and insurance.

BA 361 BEHAVIORAL THEORY IN MANAGEMENT 2-2-3 Prereq. Psy 105 or Soc 105

The purpose of this course is to help the student develop an understanding of the psychosocial subsystem in the organization, and to enable him to study the role of the manager with respect to interpersonal relationships. The disciplines of anthropology, psychology and sociology are drawn upon to provide the foundations for the identifications and solutions of the human aspects of business decisions.

BA 366 ORGANIZATION THEORY AND DECISION MAKING 2-2-3 Prereq. Ac 107-108 Ec 101-102, and BA 248

A study of the evolution of organization and management theory, management values and decision-making techniques. The major theme in the course will be the systems approach with the specific focus on the technological, structural and quantitative decision making subsystems.

BA 411 PRINCIPLES OF MARKETING RESEARCH 3-0-3 Prereq. BA 215 and Ma 151

The use of the scientific method in solving marketing problems; steps in planning effective surveys; preparation of questionnaires, collection, tabulation, analysis and interpretation of data; writing meaningful reports; statistical sampling, proper use of internal records and secondary sources of information.

BA 424 INVESTMENTS 3-0-3 Prereq. BA 325

Emphasis is placed on the various classes of investments available to the investor and the sources and uses of investment information. Various methods of fundamental and technical analysis are studied. These methods provide a conceptual framework which allows the student to analyze any company.

BA 444 OPERATIONS RESEARCH 3-0-3 (See CS 444)

BA 466 PRODUCTION MANAGEMENT 3-0-3 Prereq. BA 215, 248, 361, 366 Ec 102, and Ma 151

A critical study of management decision-making techniques, emphasizing the practical application of scientific methods to analysis of production activities. Areas include resource allocation, production cycle, diversification and simplification, plant layout and process control.

BA 467 PERSONNEL ADMINISTRATION 3-0-3

Analysis of the principles, concepts and theories concerned in the selection, training and maintenance of a work force in the private and public sectors.

BA 468 INDUSTRIAL AND LABOR RELATIONS 3-0-3

Introductory analysis of labor economic theory, employment relationships, union philosophy, structure and function, and the interrelated interests of management, union, workers and the community in the private and public sectors.

BA 498 SEMINAR IN MARKETING MANAGEMENT 3-0-3 Prereq. BA 215 and P.O.I.

This course attempts to survey the literature in consumer behavior, quantitative methods in marketing and marketing and public policy. Student presentations and reports are an important part of the course.

BA 499 SEMINAR IN MANAGEMENT 3-0-3 Prereq. P.O.I.

Advanced study focusing on current management concepts and contemporary problems in the business enterprise. Various topics in organization theory, social responsibility, morality and ethics in business, business policy, etc., will be selected in the area of the the students' interest.

BA 481-490 INDEPENDENT STUDY Variable credit. Prereq. P.O.I. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of business.

BUSINESS EDUCATION

BEd 101 ELEMENTARY GREGG SHORTHAND 3-0-3

An intensive study of Gregg Shorthand; emphasis upon learning the alphabet, constructing outlines, abbreviating devices, dictation of connected material, reading of shorthand, and improving nonshorthand elements of transcription—spelling, punctuation, word usage, and grammar. The course is recommended for students who have had no formal training in Gregg Shorthand.

BEd 111 ELEMENTARY TYPEWRITING 2-2-2

Training in fundamental typewriting techniques; machine operation, keyboard technique, work drills, letter forms, tabulation, and manuscript form. The course is designed for students who have had no formal training on the typewriter.

BEd 201 INTERMEDIATE GREGG SHORTHAND 3-0-3 Prereq. BEd 101 or P.O.I.

An intensive study of Gregg Shorthand; emphasis upon developing the student's ability to take (write) dictation on unfamiliar material rapidly, transcribing accurately on the typewriter, and improving spelling, punctuation, word usage, and grammar.

BEd 211 INTERMEDIATE TYPEWRITING 2-2-2 Prereq. BEd 111 or P.O.I.

A concentrated training on the typewriter; business letters, special communication forms, technical papers, business reports, tables, business forms, executive communications and application forms.

BEd 221 MATHEMATICS FOR BUSINESS EDUCATION 3-0-3

A course devoted to developing understanding and manipulative ability in the concepts normally included in secondary school business mathematics. Topics include: discounts; mark-up and mark-down; simple and compound interest; presentation of business data (charts and graphs); denominate numbers; square root. (Offered in alternate years.)

BEd 301 ADVANCED GREGG SHORTHAND 3-0-3 Prereq. BEd 201 or P.O.I.

A thorough review of shorthand theory, dictation and transcription practices. Emphasis given to methods and materials used in teaching shorthand in the secondary school.

BEd 311 ADVANCED TYPEWRITING 3-0-3 Prereq. BEd 211 or P.O.I.

The building of production-level skill with emphasis given to methods and materials used in teaching typewriting in the secondary school.

BEd 321 BUSINESS COMMUNICATIONS 3-0-3

Emphasis is on effective and functional written and oral business communications. Physchological factors, positive qualities of communications, dictating messages, employment applications, sales messages, written and oral reports, letters and communications skills are stressed.

BEd 371-380 SPECIAL PROBLEMS 3-0-3 Prereq. Ed. 305 and P.O.I.

A directed learning experience design to allow the student to explore a current topic of special relevance in the field of business education.

BEd 421 OFFICE PRACTICE 3-0-3 Prereq. BEd 111 or P.O.I.

Opportunity is provided for the preparation, presentation and evaluation of business practices and procedures an acquaintanceship with modern business machines, materials and supplies.

BEd 481-490 INDEPENDENT STUDY Variable credit Prereq. P.O.I. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of business education.

Ed 305 Seminar II Business 6 credits (See Education)

Ed 472 PROFESSIONAL INTERNSHIP. Secondary. 12 credits (See Education)

COMPUTER SCIENCE

CS 105 INTRODUCTION TO FORTRAN 1-0-1

Basic concepts of FORTRAN introduced so students can use the computer as a problem solving tool. For students who plan to take no additional CS courses. Graded H-P-NP.

CS 115 PRINCIPLES OF UNIT RECORD PROCESSING 3-0-3

A study of data processing utilizing unit record equipment. Included will be a study of keypunch, sorter, collator, reproducer, interpreter, calculator and accounting machine functions. Emhpasis will be given to report processes in a systems framework. (Business Education Majors)

CS 125 INTRODUCTION TO COMPUTER PROCESSING 3-0-3

Emphasis is placed on utilizing the computer in data processing. Topics include computer logic, computer mathematics, storage, input/output devices, and a thorough knowledge of FORTRAN programming concepts. (Students who passed CS 105 will be given only 2 credits.)

CS 215 PROGRAMMING LANGUAGES 3-0-3 Prereq. CS 125

A study of a high level, problem oriented language, COBOL. Emphasis will be placed on the rules and structure of the language and not on applications.

CS 302 INTRODUCTION TO SYSTEMS ANALYSIS 3-0-3 Prereq. CS 125

Primary emphasis is placed on Management Information Systems. However, topics of operational control systems are discussed as they relate to information systems. Installing, planning, design and evaluation or feedback considerations are related to the functions performed by the total system.

CS 315 PROGRAMMING BUSINESS APPLICATIONS 2-2-3 Prereq. CS 215

A thorough study and documentation of applications such as payroll, accounts receivable, accounts payable, etc. using COBOL as a programming language.

CS 401 THE COMPUTER IN MANAGEMENT DECISIONS 3-0-3 Prereq. Ac 108, BA 215, BA 248, BA 325, CS 125, Calculus

Application of specific quantitative techniques and the digital computer to today's business problems. Emphasis will be placed on programming and simulating decision or control criteria. The course is structured toward simulating a total model of the firm.

CS 444 OPERATIONS RESEARCH 3-0-3 Prereq. BA 248, CS 125, Calculus

Application of advanced quantitative techniques to the decision making process. Emphasis is placed on linear programming, allocation models, transportation models, inventory models, queuing models, etc.

CS 481-490 INDEPENDENT STUDY Variable credit Prereq. P.O.I. Approval of Department Chairman and the Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of computer science.

ECONOMICS

Ec 101 PRINCIPLES OF ECONOMICS I 3-0-3

A beginning course in the principles and problems of economics. Topics covered: basic fundamentals of supply and demand; structure and operation of the United States economic system; national income accounting; Keynesian employment theory; fiscal policy; money, banking and monetary policy; economic growth.

Ec 102 PRINCIPLES OF ECONOMICS II 3-0-3 Prereq. Ec 101

A continuation of the study begun in Ec 101. Topics covered: supply and demand; consumer behavior; market structures (competition, oligopoly, monopoly); theory of the firm; costs of production; resource pricing; selected domestic economic problems.

Ec 201 INTRODUCTION TO MATHEMATICAL ECONOMICS 3-0-3 Prereq. Ec 102 and MA 121 or MA 117

An application of algebra and elementary calculus to economic principles in order to enable the student to understand and present the basic assumptions of economic analysis in terms of mathematical symbols.

Ec 202 INTRODUCTION TO ECONOMETRICS 3-0-3 Prereq.

An application of basic statistical procedures to mathematically formulated economic theories (models) to measure their parameters and test their validities.

Ec 303 MONEY AND BANKING 3-0-3 Prereq. Ec 102

A study of money and the banking system of the United States; emphasis on the Federal Reserve System, monetary theory, theory of income determination, basic principles of international finance, and an evaluation of the role of monetary policy.

Ec 304 PUBLIC FINANCE 3-0-3 Prereq. Ec 102 or P.O.I.

An application of macroeconomic theory to the problems of Federal taxation, public expenditures, debt management and fiscal dynamics and growth.

Ec 306 HISTORY OF ECONOMIC THOUGHT 3-0-3 Prereq. Ec 102

Economic science as it developed from the classical tradition of Smith, Ricardo, and Malthus to the modern economics of Keynes and Schumpeter. Methodological issues and post-Keynesian developments are also included.

Ec 307 INTERNATIONAL ECONOMICS 3-0-3 Prereq. Ec 102

An introduction to the basis and importance of international trade and relations, international payments, and national and international controls; the course provides a combination of theory and policy, presenting the theoretical foundations of international economics as a prelude to the examination of policy.

Ec 308 COMPARATIVE ECONOMIC SYSTEMS 3-0-3 Prereq. Ec 102 or P.O.I.

Examination, criticism and appraisal of alternative economic systems; capitalism, socialism, communism and mixed economic systems.

Ec 371-308 SPECIAL PROBLEMS 3-0-3

A course designed to allow students to explore topics and problems of current relevance in the area of economics.

Ec 401 ADVANCED MICROECONOMIC THEORY 3-0-3 Prereq. Ec 102, Ec 201, and Junior or Senior Standing

An in-depth study of price theory and resource allocation in a free enterprise system. Coverage extended to include discussions of distribution of income, consumer behavior analysis, market stability, firm behavior, welfare economics and general equilibrium condition. Emphasis given to extension and application of theory to current economic problems.

Ec 402 ADVANCED MACROECONOMIC THEORY 3-0-3 Prereq. Ec 102, Ec 201, and Junior or Senior Standing

Development of tools of economic analysis with emphasis on the Keynesian model and post-Keynesian developments. An analysis of inflation, measurement of macroeconomc variables, public policy and debt management are included. Dynamic analysis is introduced particularly in the development of Robertsonian models and growth theory.

Ec 481-490 INDEPENDENT STUDY Variable credit Prereq. P.O.I. Approval of Department Chairman and the Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of economics.

DEPARTMENT OF CHEMISTRY

(Including Medical Technology)

Professors: Stambaugh *(Chairman),* Spangler, Ranck, Proctor
Associate Professor: Hedrick
Assistant Professor: Reeder

The basic courses offered in this department are designed to cultivate a scientific spirit and habit. The more advanced courses are designed to prepare the student for further work in industry, graduate school, medicine, or medical technology.

A sequence of courses is designed for students who want to teach chemistry on a secondary level. Also, an area of concentration for the elementary education curriculum is available.

For the professional chemist, the best possible background in mathematics, physics, and other research tools is desired. For those engaged in the healing arts, an extensive background in Biology is desired. The studies in communication skills and the humanities, which round out a liberal arts education, make for a full curriculum for those majoring in this department.

B.S. with Major in Chemistry

The major in Chemistry is designed to meet the several interests of students in Chemistry. The following programs for the Chemistry student are offered:

a. for those who wish to become industrial chemists or to attend graduate school
b. for those who wish to enter medical school
c. for those who will become teachers in secondary schools.

The courses for majors in the field should be taken according to the following schedule:

Chemistry courses for majors	Credits	Year to be scheduled
Ch 101-102	8	Freshman
Ch 201-202	8	Sophomore
Ch 341, 343, 344	9	Junior
Ch 351, 352	8	Junior
Ch 401*, 422*, 451* or 491*		Senior

Related required competency:

The equivalent of second year language, German (preferred), French, or Russian, Physics 211-212,* Mathematics 201,* and 222, Computer Science 105, should be completed by the end of the Sophomore year.

The following will be taken in options:

Secondary teacher option:	Credits	Year to be scheduled
Psychology 105	3	Freshman-Sophomore
Ed 205, 305	10	Sophomore-Junior
Ed 471	12	Senior

Pre healing arts course requirements: Biology, 6-8 credits beyond Bio 104, Ch 451 or 491, or 4 additional approved credits of biology.

Area of Concentration

The Elementary Area of Concentration in Chemistry includes Ch 101, 102, 201, 202, and any other 8 credits for which pre-requisites are satisfied.

B.S. with Medical Technology

The curriculum preparing students for medical technology in cooperation with American Society of Clinical Pathologists accredited hospitals has been approved by the Board of Registry of Medical Technologists. A student who completes the three-year curriculum (100 semester hours) successfully, completes a twelve-month period of study in an American Society of Clinical Pathologists and Elizabethtown College approved hospital will be granted a B.S. degree upon the recommendation of the Pathologist or teaching supervisor of the approved hospital. Elizabethtown College is affiliated with Harrisburg Hospital, York Hospital, Lancaster General Hospital and St. Joseph's (Lancaster) Hospital.

A student may choose to complete a fourth year (optional) on campus prior to entering the clinical year. An additional 28 semester hours are required and the B.S.

---

* These courses designated will not be required by pre-medical and secondary teaching options.

degree will be granted upon successful completion of the four-year college program.

Students interested in this program should counsel with Professor Zoe Proctor.

In addition to Core courses, the student majoring in medical technology will schedule courses as follows:

Course		Credits	Year to be scheduled
Ch 101-102		8	Freshman
Ch 201-202		8	Sophomore
Ch 301		4	Sophomore
Ch 322		4	Junior
Bio 103-104		8	Freshman
Bio 205		4	Junior
Bio 253		4	Sophomore
Ma 101**		4	Freshman
Physics 112		4	Junior
Ch 312		4 (strongly recommended)	Junior
Electives	to total	100 hours	
Optional 4th year			
Ch 312		4	Senior
Bio elective		3-4	Senior
Ma 151		3	Senior
Electives	to total	128 hours	

COURSES OF INSTRUCTION

Ch 101 GENERAL CHEMISTRY 3-3-4 Prereq. High School Algebra or equivalent

Ch 102 GENERAL CHEMISTRY 3-3-4 Prereq. Ch 101

Ch 104 GENERAL CHEMISTRY 3-3-4 Prereq. Ch 101

A study of the principles of Chemistry from the viewpoint of the modern theory of atomic and molecular structure. Ch 101 will be taken by all students during the first semester and either Ch 102 or 104 must be taken during the second semester. Ch 102 will treat in detail the principles of chemical equilibria in aqueous solutions and must be taken by all students who will take either Ch 201 or Ch 301. Ch 104 is designed for the student who will take no further courses in Chemistry and will include brief treatments of Organic Chemistry and other selected topics which are otherwise studied in depth in several advanced Chemistry courses.

Ch 201 ORGANIC CHEMISTRY 3-3-4 Prereq. Ch 102

Ch 202 ORGANIC CHEMISTRY 3-3-4 Prereq. Ch 201

A study of the compounds of carbon, aliphatic and aromatic; their properties, synthesis, structures, uses and mechanisms of their reactions and applications of instrumental methods.

** In this curriculum Ma 101 is defined as meeting the core mathematic requirement instead of six credits.

Ch 301 QUANTITATIVE ANALYSIS 2-8-4 Prereq. Ch 102

Principles and practices of laboratory determinations by gravimetric, volumetric, colorimetric, and instrumental methods of chemical analysis together with the mathematical basis for these procedures. Methods and determinations chosen will be appropriate to the student's major field of study.

Ch 312 INSTRUMENTAL ANALYSIS 2-8-4 Prereq. Ch 301

Analysis through the use of modern instruments and techniques. Emphasis on chemical and physical theory that makes instruments useful. Three main areas of study are spectrophotometry, potentiometry, and electronics.

Ch 322 BIOCHEMISTRY 2-6-4 Prereq. Ch 202 and Ch 301 or Ch 351

A study of the chemical processes involving living matter.

Ch 341 CHEMICAL EQUILIBRIUM AND KINETICS 3-0-3 Prereq. Ch 102, Ma 222, Phy 211

An introduction to thermodynamics as applied to chemical equilibria in ideal and non-ideal, homogeneous and heterogeneous systems; ionic solutions and electrochemistry; rate equations and their molecular basis.

Ch 343 INTRODUCTION TO QUANTUM THEORY 3-0-3 Prereq. Ch. 102, Ma 222, Phy 212

An introduction to the principles of quantum theory, radiation, atomic spectra, and the extranuclear structure of the atom; special topics, including relativity, rate processes, and/or statistical thermodynamics.

Ch 344 CHEMICAL BONDING AND THE STRUCTURE OF MATTER 3-0-3 Prereq. Ch 343 or (Ch 102 or Ch 104, and Phy 403).

Chemical bonding including ionic bonding, the valence-bond and molecular orbital theories of covalent bonding, and intermolecular forces; methods of determination of molecular structure including spectroscopy, magnetic resonance spectroscopy, and diffraction methods; liquid and solid states of matter.

Ch 351 ADVANCED CHEMISTRY LABORATORY I 2-8-4 Prereq. CS 101; Coreq. Ch 341, Ch 343

Ch 352 ADVANCED CHEMISTRY LABORATORY II 2-8-4 Prereq. Ch. 351; Coreq. 344

Ch 451 ADVANCED CHEMISTRY LABORATORY III 0-16-4 Prereq. Ch 352

A sequence of courses integrating synthetic, analytical, physical, organic, inorganic, biochemical, and radiochemical laboratory practices to the solution of chemical problems. Individual problems may require from three to ten weeks of laboratory work and have been selected because of their variety of methods and techniques required and the number of points at which the problem becomes a subject for further investigation or original research. Appropriate instruction is provided when new methods and techniques are first encountered. The chemical literature, digital computers, and statistical methods are introduced during the first semester and used extensively thereafter. Maintenance of a good laboratory record is stressed. The student is required to use modern instrumentation such as the infrared spectrophotometer, gas chromatograph, x-ray diffractometer, NMR spectrometer, and analog computer. All experimental work is conducted on an individual basis. By the time a student has completed Ch 451 he should be familiar with the basic laboratory practices appropriate for a chemist at the Bachelor's level.

Ch 371-380 SPECIAL TOPICS IN CHEMISTRY Variable Credit Prereq. P.O.I. and department chairman

Directed study of a topic, experimental or theoretical, of special interest to the student in advanced undergraduate chemistry.

Ch 401 ADVANCED INORGANIC CHEMISTRY 3-0-3 Prereq. Ch 344

A study of the elements and their compounds based upon atomic and molecular structures.

Ch 422 ADVANCED ORGANIC CHEMISTRY 3-0-3 Prereq. Ch 202 & Ch 344

A study of organic reactions based upon experimental and advanced theoretical studies.

Ch 491 RESEARCH IN CHEMISTRY 0-16-4 or more Prereq. Ch. 352 and P.O.I.
Ch 492 RESEARCH IN CHEMISTRY 0-16-4 or more Prereq. Ch 451 or Ch 491 and P.O.I.

Research in chemistry under the close supervision of a member of the faculty. Subjects for research are chosen in an area of interest to both the student and the faculty member and usually are the outgrowth of a problem encountered in an earlier course or are related to the faculty member's personal research. Experimental design is required of the student and construction of apparatus is frequently necessary. A written report is required and a seminar presentation may be required.

Ed 305 PRACTICUM IN SECONDARY EDUCATION: SCIENCE 6-3-6 (See Education)

DEPARTMENT OF EDUCATION

Professor: Rice
Associate Professors: Graham, R. Ziegler
Assistant Professors: Bowers, Fox, McCarthy, Merritt, Veres
Coordinator of Sec. Education: Hostetler

EDUCATION

It is the purpose of this curriculum to educate the teacher both as a person and as a professional educator. The program takes advantage of the liberal arts setting by projecting the student deeply into the liberal arts rather than withholding the student from them. General education in the liberal arts setting is of special value to the teacher, who should be broadly educated. This broad background is augmented by the major in an academic department and the required professional program for those desiring secondary certification. The student desiring to teach at the elementary level will major in elementary education, completing the major as approved by faculty, the Committee on Teacher Education, and the State Department of Education. In addition the student majoring in Elementary Education will elect a 24 semester hour area of concentration in an academic department.

Further, it is the intention of the program to bring the student to an excellent level of professional competence. The emphases of the professional education are three: 1.) the student, 2.) the school, 3.) the content to be taught. The program attempts to bring these elements together in a creative way.

Each applicant who is planning to teach must declare his intention to the Department of Education not later than the completion of Education 205, Foundations of Education, by filing the written application for admission to the Teacher Education Program and meeting the qualifications of the Committee on Teacher Education. The criteria formulated by the Committee on Teacher Education are listed below. Applicants who do not meet the requirements, or who fail to maintain the required progress levels, are counseled out of the teacher education program and directed into other areas of endeavor.
The criteria are as follows:

1. Approval of the major department for prospective secondary school candidates
2. Approval of the department in the area of concentration for elementary education candidates
3. English and speech proficiency
4. Good physical, emotional, and mental health record
5. Scholarship: a grade point average of 2.0 or better.
6. Personal qualifications: Approval from the Offices of Student Personnel and recommendation of members of the Teacher Education Faculty.

Progress toward program completion

1. A student will not be recommended for certification if he has any grade below "C" in the teaching major and/or in the area of concentration after completion of the 100 level courses.
2. The student is evaluated at the conclusion of each semester after admission to the Teacher Education Program. The student may be counseled out of the program at any time if, in the opinion of the Teacher Education Faculty, he is not making adequate and acceptable progress.
3. Admission to the Teacher Education Program is not automatic because of application and completion of Education 205. Each applicant is individually evaluated and must possess a q.p.a. of 2.0 or above to be eligible for 300 level courses.
4. Admission to the Teacher Education Program does not imply that the student will be guaranteed completion of the program and certification. A student may be advised to withdraw from the program at any time if the teacher Education faculty determines that it is in the best interest of the College, the program and the student.

COURSES OF INSTRUCTION

The Secondary Certification Program

A. General Studies as projected by the College.
B. Academic major as outlined by each department which supports a certification program.
C. Professional Education sequence as follows:

1. Ed 215 FOUNDATIONS OF SECONDARY EDUCATION, 4-3-5 Prereq. Psy 105

   This course will introduce the students to both problems and theory of secondary education with an emphasis upon the development of teaching skills and an involvement in Public School Education through in-school observations.

2. Ed 305 PRACTICUM IN SECONDARY EDUCATION, 4 semester hours

   The student will devote his study in two specific areas: the methodology of his academic discipline and in-school observation as a teacher aide. The methodology and the classroom work will be integrated as preparation for teaching his academic major and will be under the guidance and direction of a clinical professor representing the academic major. Prerequisite to the professional semester.

3. Ed. 472 PROFESSIONAL INTERNSHIP, SECONDARY, 12 semester hours

   The student will be involved in observation, participation, and student teaching in the public school. The 12-week period will involve the student as a teacher under the guidance of a master teacher from the public school and a clinical professor. A weekly seminar is a part of the professional semester. Required of all students wishing to teach in secondary schools, certification is offered in the following fields: Communication Arts, English, Foreign Languages, Business Education, Mathematics, Music Education, Science and Social Science Comprehensive.

The Elementary Education Major

A. General Education Core as projected by the College.
B. Area of Concentration—Students must complete an approved concentration of 24 semester hours in one department.
C. Major field requirements:

Ed 205 FOUNDATIONS OF EDUCATION 4-0-4 Prereq. Psych 105

This course will involve the student in a study of some of the historical, philosophical, sociological, and psychological bases of education.

Ed 315 ELEMENTARY EDUCATION PRACTICUM Variable Credit 3 to 6 s.h.
Prerequisite: Admission to Teacher Education Program

The student will be involved within the elementary classroom basically as a paraprofessional. In addition he will study and prepare work in the area of instructional media. Both elementary classroom experience and on-campus study will be integrated in the practicum seminar. Most students will take this course as their first field experience for four credits. (3-3-4)

Ed 325 SCIENCE FOR THE ELEMENTARY SCHOOL 4-0-4

A study of the concepts, procedures, and materials of science for the elementary school.

Ed 335 MATHEMATICS FOR THE ELEMENTARY SCHOOL.4-0-4

A study of the concepts, procedures, and materials of mathematics for the elementary school.

Ed 355 LANGUAGE ARTS FOR THE ELEMENTARY SCHOOL 4-0-4

A study of the concepts, procedures, and materials in the Language Arts for the elementary school. The communication skills of reading, writing, speaking and listening will be explored in an eclectic approach.

Ed 365 SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL 4-0-4

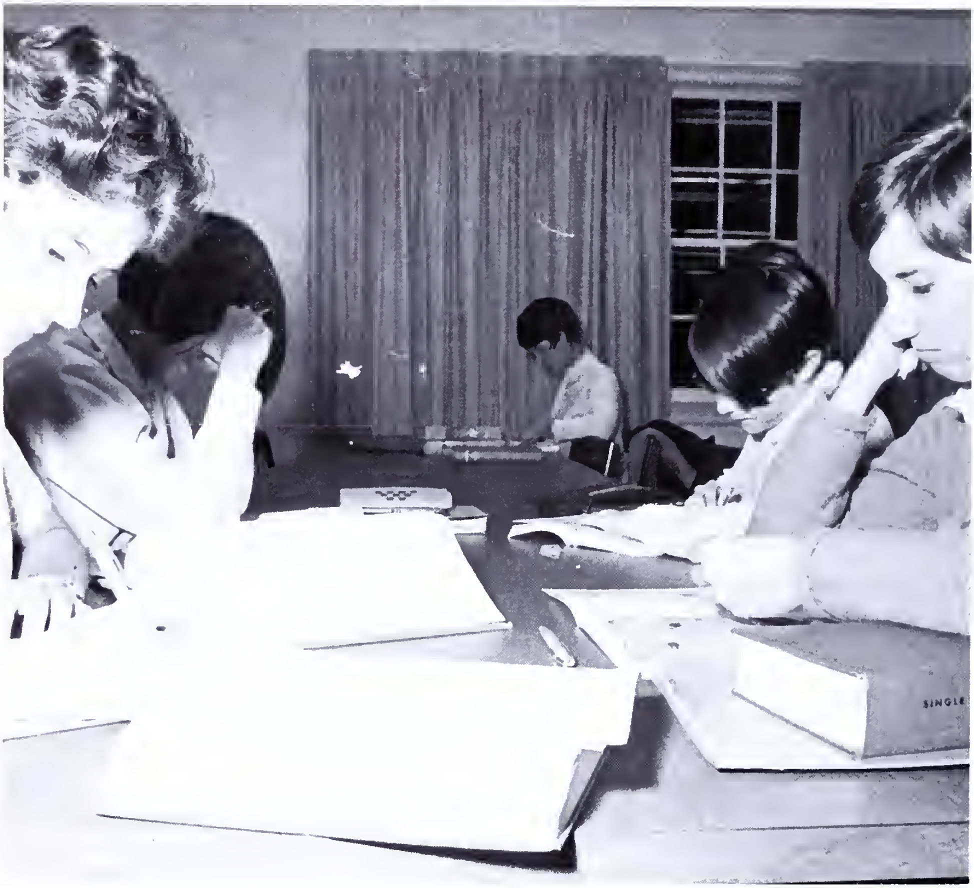
A study of the concepts, procedures, and materials of social studies for the elementary school.

NOTE: Beginning with the 1972-73 academic year, Education 325, 335, 355, and 365 will be corequisites.

Ma 211-212 CONCEPTS IN MODERN MATHEMATICS 3-0-3

Ed 471 ELEMENTARY PROFESSIONAL INTERNSHIP 12 semester hours

The student will be involved in observation, participaiton, and student teaching in an elementary classroom for 12 weeks. The student must be enrolled in a four-semester-hour corequisite elective (Ed 498-499) in elementary education.



DEPARTMENT OF ENGLISH

Emeriti: Schlosser, Bomberger
Professors: Dwyer, C. Campbell, Poe, J. Campbell *(Chairman)*
Associate Professor: Riley
Assistant Professors: Wenger, Smith, Russell, Black
Instructor: Hackman

The Department of English, in keeping with the objectives of the College, recognizes its responsibility of not only educating students in the effective use of the English language, but also in contributing to their cultural growth. Accordingly, proficiency in the communication skills (reading, writing, speaking, and listening) creative reading and appreciation of literature and theatre, and the all-around development of the students may be considered as fundamentally the aims of the instructional program.

The major types of literature are studied; the works of individual authors are covered; the various periods of English literature are treated. A critical and analytical approach to the study of English and American literature is stressed and maintained.

a. Students preparing to teach English on the secondary level are given a thorough and comprehensive knowledge of an experience in the discipline which they are planning to teach.

b. By giving the student who wishes to teach many elective privileges, the department gives a broad intellectual horizon on which to base professional performance.

A.B. with Major in English or Communications Arts

ENGLISH MAJOR

Following are the programs for a major in English and for a major in English with certification in Secondary Education (whose special qualification will appear in parentheses): 42 semester hours in addition to En 105.

		Year to schedule
En 201-202 SURVEY OF ENGLISH LITERATURE	6 hours	Sophomore
En 301-302 AMERICAN LITERATURE	6 hours	Sophomore
Choice of two of the following type courses, one of which must be in a contemporary area: En 311, 404, 406, 407, 409	6 hours	Junior and Senior
Choice of two of the following period courses, En 304, 307, 308, 309, 401, 402, one of which must be En 304, 307, 308	6 hours	Junior and Senior
En 313 or 314 SHAKESPEARE	3 hours	Junior and Senior
En 415 LITERARY CRITICISM	3 hours	Senior
En 342 (En 344 is a required substitute for En 342 for the students who wish to be certified in English in Secondary Education)	3 hours	2nd Semester Junior
Speech requirement (fulfilled by passing either competency examination or En 155)	3 hours	Before Senior Year (for certification in Sec. Ed., before Jr. year)
English Electives: any two courses offered by the English Department. This includes Speech courses, Theatres, Journalism, Creative Writing, Linguistics, and Great Books, as well as courses in literature.	6 hours	Junior and Senior
Total major:	42 hours	

All majors in English and Communication Arts are required to complete satisfactorily a research paper prior to the beginning of the second semester of the Junior year. Consult with the department chairman during the first semester as a departmental major regarding this requirement, exceptions to the deadline date, and circumstances under which credit may be attached.

COMMUNICATIONS ARTS MAJOR

The major, available to a limited number of students, combines course work in the related fields of speech, drama, journalism, and literature. Secondary education certification, conforming to Pennsylvania Department of Education guidelines, is available within this major.

Speech and Drama Courses

The student must elect En 155 or pass the speech competency test. If passed, the student is then to take three more elective hours in speech or theatre. Six hours in speech and six hours in theatre must be chosen from the following: En 181, 282, 291, 292, 392, 251, 255 (up to three hours only), 261, 352, 371-380. Total: 15 hours.

English Courses

En 201-202, En 301-302, En 415, En 342, (En 344 is a required substitute for En 342 for students who wish to be certified in communications arts in Secondary Education), one period course, one type course exclusive of drama. Total: 24 hours.

Electives

Either En 311 or En 406, either En 313 or En 314, and one other course chosen from En 311, 406, 313, 314, 215, 216. This constitutes six hours of controlled electives and three hours of free electives within English courses. Total: 9 hours.

Total major: 48 hours

Area of Concentration

Program for the 24-hour Area Concentration in English for Elementary Education Majors: General Education requirements are counted as part of the 24 hours of concentration. The English Area of Concentration for an Elementary Education major provides the student with a broad background in literature, and, at the same time, gives opportunity for some study in depth.

En 105 INTRODUCTION TO LITERARY TYPES	3 hours
En 205 MAJOR ENGLISH AUTHORS	3 hours
En 301-2 AMERICAN LITERATURE	6 hours
En 342 LINGUISTICS	3 hours
Choice of one of the following type courses: En 311, 313, 314, 404, 406, 407, 409	3 hours
Choice of one of the following period courses: En 304, 307, 308, 309, 401, 402	3 hours
Choice of any other course offered by the English Department, including literature	3 hours
	24 hours

COURSES OF INSTRUCTION

GENERAL ENGLISH

En 100 EXPOSITORY WRITING 3-0-3 (Graded Honors, Pass, No-Pass)

A course in the principles of writing compositions, mostly in expository and persuasive discourse, designed as an elective for any student and recommended for students not passing the proficiency examination.

En 318 CREATIVE WRITING 3-0-3 Prereq. P.O.I. Not offered 1971-72

A course to instruct the student in the production of original written works in the shorter literary forms of his choice, and to acquaint him with literary terminology.

En 342 LINGUISTICS 3-0-3

A investigation of English language and usage to the present time, with stress on structural, phonetics, morphology, syntax, applied liguistics, and dialectology.

En 344 SYSTEMS OF GRAMMAR AND THEIR PRESENTATION

A review of traditional prescriptive grammar and an introduction to transformational and other new systems of grammar, brief examinations of Business English and other subjects which are a part of secondary school curriculum, and an emphasis upon the development of skills necessary for the correction of themes, book reports, and other writing that is a part of secondary school English programs.

En 371-80 SPECIAL PROBLEMS (Credit Variable)

A course designed to allow the student to pursue topics of special relevance.

Ed. 305 PRACTICUM IN SECONDARY EDUCATION: ENGLISH 6-3-6 (Fall only) (See Education)

LITERATURE

En 105 INTRODUCTION TO LITERATURE 3-0-3

A study of the short story, novel, drama and verse, intended to develop the student's ability to analyze, evaluate, and appreciate literature.

En 201 SURVEY OF ENGLISH LITERATURE 3-0-3 Prereq. En 105, English major or P.O.I.

En 202 SURVEY OF ENGLISH LITERATURE 3-0-3 Prereq. En 105, English major or P.O.I.

A historically oriented survey of literature from Beowulf to the present day attempting to give English majors the literary context for their more specialized courses without neglecting the rigors of close critical analysis.

En 205 MAJOR ENGLISH WRITERS 3-0-3 Prereq. En 105

A study of no more than eight major English authors including Chaucer, Shakespeare, Milton, Swift and a writer from the Romantic Period.

En 301 AMERICAN LITERATURE 3-0-3 Prereq. En 105

En 302 AMERICAN LITERATURE 3-0-3 Prereq. En 105

A study of representative authors and periods from the Colonial Period to the present with an emphasis on analysis of the most important works of the best writers.

En 304 ENGLISH LITERATURE BEFORE 1500 3-0-3 Prereq. En 105. Alternate years. Offered 1972-73, Fall.

Literature of the Old and Middle English Periods with emphasis on Chaucer.

En 307 THE SIXTEENTH CENTURY 3-0-3 Prereq. En. 105. Alternate years. Offered 1972-73, Spring.

Tudor prose and poetry.

En 308 THE SEVENTEENTH CENTURY 3-0-3 Prereq. En. 105. Alternate years. Offered 1972-73, Spring.

A study of English literature from the death of Elizabeth I to 1660, including Milton but not the dramatists.

En 309 THE RESTORATION AND EIGHTEENTH CENTURY 3-0-3 Prereq. En 105. Alternate years; offered 1972-73, Fall.

The poetry and prose of the Restoration and Eighteenth Century, excluding the novel and drama.

En 311 ENGLISH DRAMA BEFORE THE TWENTIETH CENTURY 3-0-3 Prereq. En 105. Alternate years; offered 1971-72, Fall.

A study of the representative English plays, exclusive of Shakespeare, from Medieval period to the 20th century. Special emphasis will be placed on the great flowering of English drama in the Elizabethan and Jacobean periods.

En 313 SHAKESPEARE 3-0-3 Prereq. En 105

A consideration of the origin and development of the English drama together with a study of the chief plays of Shakespeare.

En 314 SHAKESPEAREAN DRAMA 3-0-3 Prereq. En 105

A critical consideration of the art and achievement of Shakespeare through the study of a representative selection of his plays.

En 362 GREAT BOOKS 3-0-3 Prereq. P.O.I.

This course is designed to introduce the student to some of the classics of Western literature in translation from Homer to Kafka. Wide reading and a discussion of the ideas in the works will constitute the primary requirements of the class. Since the success of this type of course depends upon a relatively small number of participants, the size of the class will be limited.

En 401 THE ROMANTIC MOVEMENT 3-0-3 Prereq. En 105

Poetry and prose from 1787 to 1830 with major emphasis upon Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats.

En 402 VICTORIAN LITERATURE 3-0-3 Prereq. En 105

Poetry from Tennyson to Hardy, one novel, and one volume of non-fictional prose receive primary consideration.

En 404 CONTEMPORARY POETRY 3-0-3 Prereq. En 105

A careful consideration of at least three major twentieth century poets as well as selections from writers who have published within the last twenty years.

En 406 MODERN DRAMA 3-0-3 Prereq. En 105

A study of the major European and American dramatists from Ibsen to the present.

En 407 THE EIGHTEENTH AND NINETEENTH CENTURY ENGLISH NOVEL 3-0-3 Prereq. En 105. Alternate years: offered 1972-73, Fall.

A study of selected masterpieces as works of prose art, as turning points in the development of the form, and as reflections of the age.

En 409 CONTEMPORARY NOVEL 3-0-3 Prereq. En 105. Alternate years: offered 1971-72

A study of the work of major novelists of the Twentieth Century with emphasis upon the development of novel as an art form.

En 415 LITERARY CRITICISM 3-0-3 Prereq. English major or P.O.I.

Studies in the methods of literary criticism, the aim of which is to enable students to develop for themselves a sound approach to literature.

En 481-490 INDEPENDENT LITERARY STUDIES. Variable Prereq. P.O.I.

This course is designed to give the individual student the opportunity to pursue work in an area of major interest under the guidance of a member of the English Department.

COMMUNICATIONS ARTS

En 155 SPEECH 3-0-3

An introduction to the study of effective speaking; emphasis upon proper articulation, poise, interpretative reading, listening, speaking from notes, preparing outlines and organizing speeches.

En 181 INVITATION TO THE THEATRE 3-0-3

An introductory course dealing with the theatre as a social experience, its place in history, and its current role in our society. A brief history of the theatre and its vocabulary is also covered. Trips to area productions will be an essential part of the course.

En 215 JOURNALISM 3-0-3

En 216 JOURNALISM 3-0-3 Prereq. En 215

An introductory study of news media and news values, with emphasis on effective reporting through the analysis and writing of news stories, editorials, and feature articles.

En 251 ADVANCED SPEECH AND DEBATE 3-0-3 Prereg. En. 155 (Offered alternate years; 1972-73)

A consideration of processes and techniques of effective communication practice with emphasis upon argumentation.

En 255 APPLIED SPEECH 0-0-1 P.O.I.

A maximum of four semester hours may be earned by satisfactory, faculty-supervised performance in forensic activity.

En 261 ORAL INTERPRETATION 3-0-3 (Fall, alternate years; 1971-72)

A course dealing with the oral presentation of literature emphasizing the primacy of literature; the importance of the interpreter's mature reaction to it; his intelligent analysis of it, and his meaningful verbalizing of it. As to practical application, the value is readily apparent for anyone who must do public reading, e.g. teachers, clergymen, businessmen, public speakers, and announcers.

En 282 HISTORY OF THE THEATRE 3-0-3

A course dealing with the plays, playwrights, actors, and designers of the theatre with emphasis on the development of Western theatre. Oriental theatre will also be considered.

En 291 STAGECRAFT AND LIGHTING 2-2-3

A course in the techniques and theories used to stage and light a production. Set construction and current lighting effects will be studied. The course will be directed towards the non-professional theatrical situation.

En 292 BASIC ACTING 2-2-3 (Alternate years; next offered 1972-73)

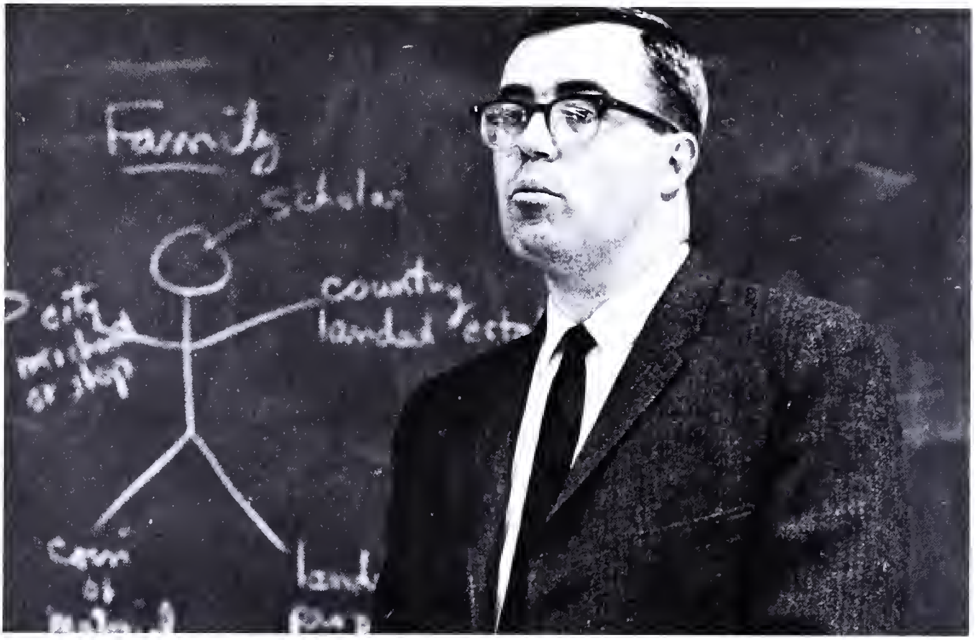
A course designed to acquaint the student with the various methods of acting that have been used since the beginning of theatre. Emphasis will be on the present methods: Stanislavski, Brecht, the "Method," etc. Students will be expected to participate in a number of class projects involving the memorization of parts.

En 352 DISCUSSION AND GROUP DYNAMICS 3-0-3,(Spring, alternate years; 1972-73)

A laboratory approach to the study of small group behavior and to the role of leadership in inter-personal relations designed to allow students in many disciplines to discover better methods to be employed as both a discussant and a leader in discussion.

En 382 DRAMATIC PRODUCTION 2-2-3 P.O.S. (Alternate year, next offered 1971-72)

A course in the techniques of directing and producing plays in which students (depending upon class size) would be expected to mount two or three one-act productions. The course would culminate in a campus production of some type. The course will be directed towards the non-professional theatrical situation.



DEPARTMENT OF HISTORY

Professors: Zaccano, Mumford *(Chairman)*
Associate Professors: Kreider
Assistant Professors: Swank, Eberly, Hostetler, Vassady, Poole
Instructors: Winpenny (On Leave)

The study of history particularly encourages the student to critically assess the relationships between facts and ideas, and also to orient himself intelligently in time. The departmental program is designed to prepare students for further study or for careers in teaching, government service and business.

A.B. with Major in History

The history major requires the student to satisfactorily complete 39 hours of work in history, including Hi 105 (or its equivalent) and Hi 390. He is required to select nine hours in United States history; nine hours in European history, and six hours in non-U. S., non-European courses.

History is one of the major areas in the social science major which prepares a student for certification to teach in secondary schools. All students who wish to teach social studies must have at least twelve hours in history regardless of their major area. The courses must include Western Civilization (Hi 105) and United States History (Hi 201-Hi 202). Twenty-four hours of history is required if history is chosen as the major area in the social sciences. The hours must include the following:

Hi 105, Hi 201, Hi 202, Hi 390, one European history beyond the Western Civilization (Hi 105), and one course in non-United States and non-European History. Six hours are elective. It is suggested that an Afro-American history course be chosen as an elective.

It is also possible for the student to acquire a B.A. in History as a history major and receive teaching certification in the social studies. See a member of the history department faculty for an explanation of this possibility.

Area of Concentration

For the elementary education concentration the department requires satisfactory completion of 24 hours, including Hi 105 or its equivalent. The student must complete nine hours of United States history, including Hi 201-202; three hours of European history beyond Hi 105; and three hours in a non-U. S., non-European area. The other six hours are history electives.

Any deviation from the requirements outlined above must have the approval of the History Department.

COURSES OF INSTRUCTION

Hi 105 TOPICS IN THE HISTORY OF WESTERN CIVILIZATION 3-0-3

A highly selective approach to the long-range developments and to the major problems of our Western heritage. The course is discussion-oriented. (This course is introductory and should precede other history courses.)

Hi 201 HISTORY OF THE UNITED STATES 3-0-3

Hi 202 HISTORY OF THE UNITED STATES 3-0-3

An introductory survey of American economic, intellectual, political, and social developments. The second term begins at 1877.

Hi 213 THE RENAISSANCE AND REFORMATION 3-0-3

The political, social, and cultural changes that stem from the rise of towns in Western Europe during the fourteenth and fifteenth centuries and the Protestant and Catholic Reformations of the sixteenth century.

Hi 214 EUROPE DURING THE SEVENTEENTH AND EIGHTEENTH CENTURIES 3-0-3

The political, social, and cultural changes which took place in Western Europe during the Age of Absolutism and the Enlightenment including the limitation of the monarchy in England, the growth of absolutism in the old regime, the French Revolution and Napoleon.

Hi 215 ENGLISH HISTORY 3-0-3

Hi 216 ENGLISH HISTORY 3-0-3

A consideration of the entire span of English History from the most ancient times to the present with special attention to the development of parliamentary government.

Hi 303 AMERICAN COLONIAL AND REVOLUTIONARY HISTORY 3-0-3

Attention will be given to the development of a colonial American culture, to the American Revolution, and to the formation of the Constitution.

Hi 304 AMERICA'S FORMATIVE YEARS, 1789-1865 3-0-3

An interpretive analysis of the major forces in our early national development. Special emphasis will be placed on the interaction of sectionalism and nationalism, the formation of political parties, and the impact of slavery and reform on the American democratic experience.

Hi 305 AGE OF INDUSTRIALISM: U. S. 1865-1914 3-0-3

Emphasis will be placed on industrialism and its consequences, the emergence of the United States as a world power, and the origins and development of Progressivism.

Hi 306 RECENT HISTORY OF THE UNITED STATES: 1914 to the Present. 3-0-3

An intensive study of the political, social, cultural and economic development of the United States from 1914 to the present.

Hi 313 RUSSIAN HISTORY 3-0-3

Hi 314 RUSSIAN HISTORY 3-0-3

The development of Russia from its medieval origins to the present, with emphasis placed upon the development of Czarist institutions, and on Russia since the revolution of 1917.

Hi 317 NINETEENTH CENTURY EUROPE 3-0-3

A portrayal of the history of Europe from the Congress of Vienna to World War I, with particular emphasis on the political, social, and economic, and diplomatic development of Europe in this period.

Hi 318 TWENTIETH CENTURY EUROPE 3-0-3

A general survey of World War I, and a characterization of 20th century society; the focus is on the rise to totalitarian ideologies, the plight of democracy, the great depression, and the effect of both World Wars.

Hi 323 HISTORY OF THE FAR EAST (Chinese) 3-0-3

Hi 324 HISTORY OF THE FAR EAST (Japanese) 3-0-3

A broad survey of Chinese and Japanese history from the beginning to the present. Study includes political, economic, social, religious, and philosophical development as well as the response of the Far East to the western impact.

Hi 327 HISTORY OF AFRICA 3-0-3

A survey of the history of Africa, with special emphasis on the growth of African states and empires, the impact of Islam, and the development and break-up of the age of imperialism.

Hi 328 HISTORY OF LATIN AMERICA 3-0-3

A concentration on Latin American development since Independence, with stress placed on the twentieth century political and economic developments as they relate to United States policy.

Hi 390 HISTORICAL METHODS AND HISTORIOGRAPHY 3-0-3

A thorough examination of the problems involved in the development of the historical concept through the ages, the means employed by historians in pursuit of their craft, and finally, the study of the historians themselves. Students will prepare several research papers as assigned by the instructor. Required of junior majors in history, and coscentrates in history.

Hi 371-380 SPECIAL PROBLEMS 3-0-3

This course involves special subjects chosen as a response to student and faculty interest. It may be repeated for credit.

Hi 403 A HISTORY OF UNITED STATES FOREIGN RELATIONS Prereq. Hi 302 or P.O.I.

A study of the major developments in the international relations of the United States from colonial times to the present day.

Hi 406 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES 3-0-3

An examination of the major social and intellectual movements in the United States from the colonial period to the present. Special attention will be given to the different moods and attitudes of the people of the United States throughout their history.

Hi 411 THE ANCIENT WORLD 3-0-3

An introduction to the political, social, and cultural history of classical Greece and Rome with emphasis on the contributions of the period to the civilization of Western Europe.

Hi 412 MEDIAEVAL HISTORY 3-0-3

An introduction to the political, social, and cultural history of Western Europe from A.D. 300 to A.D. 1500; with an emphasis on the development of mediaeval institutions such as the feudal monarchy, law, representative government, the universities, and the Church.

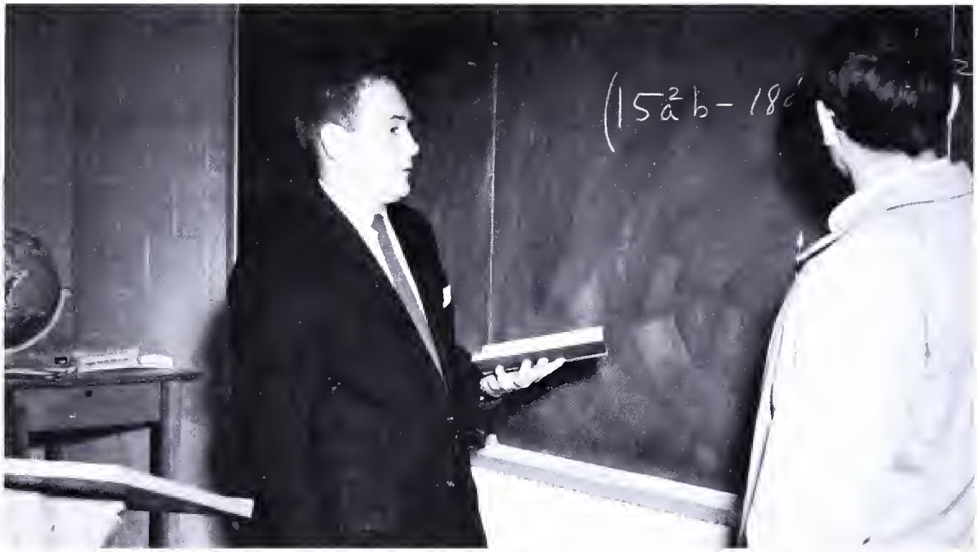
Hi 481-490 INDEPENDENT STUDY Variable credit P.O.I.

Designed to offer an opportunity to make use of techniques of historical interpretation in specific problem areas. Approval of the Dean of the Faculty is necessary.

Hi 498-499 HISTORY SEMINAR 3-0-3

A special course designed primarily for (but not limited to) senior majors in the department. Research is an integral part of the learning experience.

Ed 305 PRACTICUM IN SECONDARY EDUCATION: SOCIAL STUDIES 6-3-6
(See Education)



DEPARTMENT OF MATHEMATICS

Professors: Bossler (on leave), D. Koontz *(Chairman)*
Associate Professors: Dolan, Shubert, J. Koontz, Blaisdell, Morse
Instructors: Beery, Stauffer, Witman

The program in mathematics is designed to prepare the mathematics major for graduate study, secondary school teaching, or industry; to offer students in the sciences mathematical background for their fields; and to give other students experience with mathematical reasoning and methods.

The program in mathematics generally follows the latest suggestions for a curriculum in mathematics for colleges as reported to the Mathematical Association of America (MAA) by the Committee on Undergraduate Program in Mathematics (CUPM). Instruction is designed to aid in the development of self-reliance, initiative, and confidence as well as to provide mathematical information.

B.S. with Major in Mathematics

Mathematics: Minimum of 36 hours distributed as follows: Ma 121, 122, 201, 222, 301, 302, 342 and 12 from other 300 or 400 mathematics courses open to majors.

Modern Language: 6 hours.

It is strongly recommended that students who anticipate possible advanced study in mathematics, statistics, or computer science elect mathematics 421 and 422.

Area of Concentration

Requirements: A minimum of 24 hours: Ma 121, 151, 201, 211, 212, 341 and the remaining must be chosen from math 101, 122, 301, 302, 342. Ma 301 and 302 may be substituted for Ma 211 and 212.

COURSES OF INSTRUCTION

Ma 001 REVIEW MATHEMATICS 3-0-0

Designed for the students who do not have sufficient competency in secondary school mathematics to prepare them for Ma 101. This course may not be taken for college credit and is graded on a Pass/No Pass basis.

Ma 101 ELEMENTARY FUNCTIONS 4-0-4

This is a precalculus study of the idea of a function and of particular classes of functions: polynomials, rational functions, algebraic functions, logarithms, general powers, exponential and trigonometric functions. These are studied using algebra and coordinate geometry techniques.

Ma 117 CONCEPTS OF CALCULUS I 4-0-4

Ma 118 CONCEPTS OF CALCULUS II 4-0-4 Prereq. Ma 117

A presentation of the basic concepts and techniques of differential and integral calculus. The functions and their applications studied are limited to those most likely to occur in such areas as business, economics, the life and social sciences; namely, the algebraic, exponential, and logarithmic.

Ma 121 CALCULUS I 4-0-4 Prereq. Ma 101 (competency)

Differential and integral calculus of the elementary·functions with associated analytic geometry.

Ma 122 CALCULUS II 4-0-4 Prereq. Ma 121

A continuation of Ma 121. Includes some differential and integral calculus of real valued functions of several variables and an introduction to differential equations.

Ma 151 PROBABILITY AND STATISTICS 3-0-3

A study of the basic principles of probability, frequency distributions, measures of location and dispersion, sample and population relationships, estimation, and hypothesis testing.

Ma 152 MATHEMATICS OF FINANCE 3-0-3

Simple interest, logarithmic computation, compound accumulation and present value, general annuities, certain bonds, sinking funds, and introductory life insurance and life annuities.

Ma 201 LINEAR ALGEBRA 3-0-3 Prereq. Ma 121

An introduction to linear algebra including matrices, determinants, applications to systems of linear equations, and linear transformations.

Ma 211 CONCEPTS IN MODERN MATHEMATICS I 3-0-3

Ma 212 CONCEPTS IN MODERN MATHEMATICS II 3-0-3 Prereq. Ma 211

A course designed primarily to provide mathematical training for prospective elementary school teachers. Explains the mathematics behind the content of modern elementary school mathematics programs. Includes mathematical reasoning, sets and relations, structure of number systems, algorithms, number theory, geometry and other topics.

Ma 222 CALCULUS III 4-0-4 Prereq. Ma 122

A continuation of Ma 122. Includes further work with techniques of one variable calculus, limits, infinite series, and differential equations.

Ma 301 ABSTRACT ALGEBRA I Prereq. Ma 201 3-0-3

Ma 302 ABSTRACT ALGEBRA II Prereq. Ma 301 3-0-3

A study of fundamental set theory, relations, mappings, groups, number systems, integral domains, divisibility, congruences, modular arithmetics, fields, polynomials over integral domains and over fields, vector spaces, linear transformations.

Ma 321 ADVANCED MULTIVARIABLE CALCULUS 3-0-3 Prereq. Ma 222

A study of selected topics in fields of mathematics relevant to practical problems arising in engineering and physical sciences. Included are standard methods for solving ordinary differential equations and boundary value problems.

Ma 341 MODERN GEOMETRY 3-0-3 Prereq. Ma 201

Euclidean and non-Euclidean geometry from a modern viewpoint, acquainting the student with the development of geometric thinking during the past twenty centuries and with recent discoveries.

Ma 342 TOPOLOGY 3-0-3 Prereq. Ma 201, Ma 222

Introductory point set topology stressing topics of importance for the application of topology to real analysis.

Ma 351 MATHEMATICAL STATISTICS I 3-0-3 Prereq. Ma 222

Ma 352 MATHEMATICAL STATISTICS II 3-0-3 Prereq. Ma 351

The concepts and methods of probability and statistics; proofs of theorems presented when possible; applications covered to a limited extent.

Ma 362 NUMERICAL ANALYSIS 3-0-3 Prereq. Ma 201, Ma 222, CS 101

Iterative methods of solving equations, numerical methods of linear algebra, interpolation with polynomials, numerical differentiation and integration, along with numerical solutions of ordinary differential equations.

Ma 371-380 SPECIAL TOPICS IN MATHEMATICS Variable Credit Prereq. Permission of the Department of Mathematics

Directed study in topics of special interest to advanced undergraduate mathematics students.

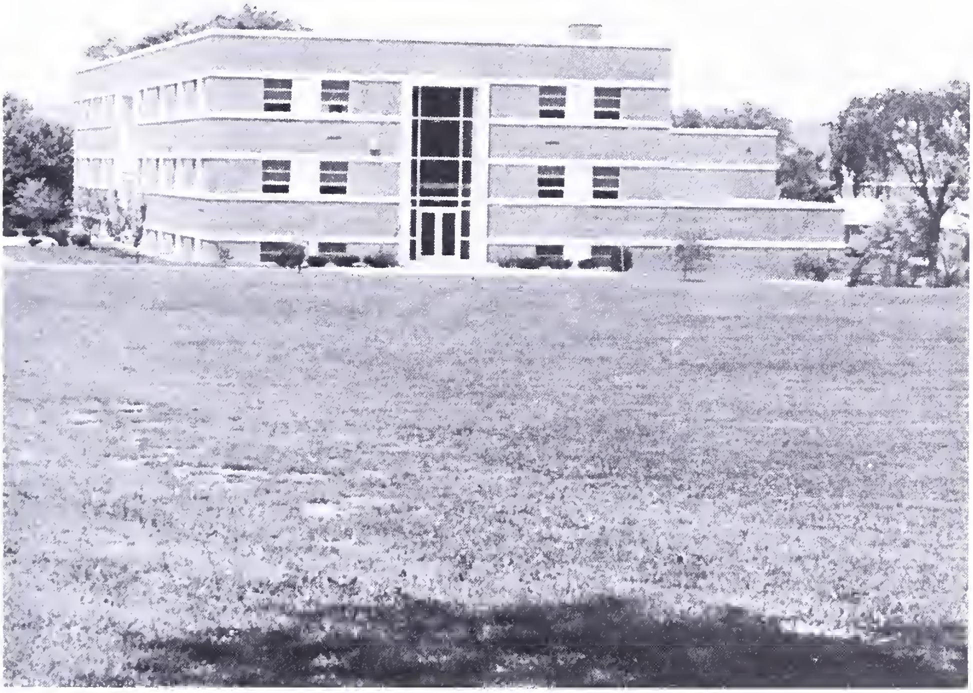
Ma 421 REAL ANALYSIS I 3-0-3 Prereq. Ma. 342

Ma 422 REAL ANALYSIS II 3-0-3 Prereq. Ma 421

Introduction to modern abstract theory of calculus. Careful analysis of the concepts and properties of point sets, sequences, limits, continuity, derivative, integration, sequences of functions, functions of several variables.

Ma 481-490 INDEPENDENT STUDY Variable Credit

Ed 305 PRACTICUM IN SECONDARY EDUCATION: MATHEMATICS 6-3-6 (See Education)



DEPARTMENT OF MODERN LANGUAGES

Associate Professors: Goodling, Graupcra, Porter *(Chairman)* (On leave 1971-72)
Assistant Professors: Arbuckle, Daiga, Ronnefeldt
Instructor: Evans (part-time)

The Department of Modern Languages serves: 1.) B.A. candidates with a major in languages, 2.) students preparing for a teaching career in languages, 3.) students whose degree programs require studies in languages, 4.) students taking languages to broaden their cultural background. The courses in languages are designed to provide training in the language, literature, and civilization, whereby the student may gain an understanding and appreciation of the life and the thought of the people.

A.B. with Major in Modern Language

The Department of Modern Languages offers instruction in French, German, Spanish and Russian, with majors in French, German and Spanish. A major in the department will include 24 hours of a first language above 201-202, and 12 hours of second language above 101-102. If Russian is taken as a second language, the 12 hours will include the elementary course. Language majors are encouraged to complement their program with courses in history, humanities, philosophy, other languages and literatures, and to participate in the Brethren Colleges Abroad or the Latin American Area Studies Program.

Departmental majors must include the following courses: 301-302, 331—in the major language. A minimum of 15 hours in the major language must be taken in residence at Elizabethtown College.

Area of Concentration

Elementary education majors who elect a modern language for. their area of concentration must take 24 hours above 101-102, including 301-302, and 331.

COURSES OF INSTRUCTION

FRENCH

Fr 001 REMEDIAL FRENCH 3-1-0

Fr 002 REMEDIAL FRENCH 3-1-0

Fr 101 ELEMENTARY FRENCH 3-1-3

Fr 102 ELEMENTARY FRENCH 3-1-3 Prereq. Fr 101 or equivalent

An audio-lingual approach for students beginning the study of French in college. Includes pronunciation, grammar, pattern drills, and graded reading selections.

Fr 201 INTERMEDIATE FRENCH 3-1-3 Prereq. Fr 102 or equivalent

Fr 202 INTERMEDIATE FRENCH 3-1-3 Prereq. Fr 201 or equivalent

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing. Classroom and language laboratory procedures incoporate and develop the listening, speaking, and writing skills. Grammar is reviewed supplementarily.

Fr 301 CIVILIZATION CONVERSATION AND COMPOSITION 3-0-3 Prereq. Fr. 202 or equivalent or P.O.I.

Fr. 302 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Mr. 301 or P.O.I.

Oral discussion based on texts dealing with contemporary French culture; oral and written comparisons with the student's own culture; development of fluency in speaking and competency in writing French, including a study of idioms, problems in grammar and syntax, and vocabulary building.

Fr 331 LINGUISTICS 3-0-3 Prereq. Fr 302, equivalent or P.O.I.

A survey of linguistic methods as well as a study of phonetics; training in the improvement of pronunciation.

Fr 401 SURVEY OF FRENCH LITERATURE 3-0-3 Prereq. Fr. 302 or P.O.I.

Fr 402 SURVEY OF FRENCH LITERATURE 3-0-3 Prereq. Fr. 302 or P.O.I.

A survey of the major literary trends and a study of the major authors in the light of significant developments in French history and civilization. (Offered on demand.)

Fr 418 FRENCH LITERATURE OF THE MIDDLE AGES AND RENAISSANCE 3-0-3 Prereq. Fr 302 or P.O.I.

Readings from great prose and poetry of the Middle Ages and Renaissance periods. (Offered Spring 1974.)

Fr 421 FRENCH LITERATURE OF THE AGE OF LOUIS XIV 3-0-3 Prereq. Fr. 302 or P.O.I.

A survey of the Golden Age of French Literature, with special attention to Corneille, Racine, Moliere, La Rochefoucauld, La Fontaine and La Bruyere. (Offered Fall 1971)

Fr 422 FRENCH LITERATURE OF THE AGE OF REASON 3-0-3 Prereq. Fr 302 or P.O.I. (Offered Spring 1972)

Readings and discussion of the "esprit philosophique" in the Age of Enlightenment, as illustrated in the writing of Fontenelle, Montesquieu, Voltaire, Rousseau, and others.

Fr 431 FRENCH LITERATURE OF THE NINETEENTH CENTURY 3-0-3 Prereq. Fr 302 or P.O.I. (Offered Fall 1972)

Romanticism, Realism, and Symbolism with selections from the writings of Chateaubriand, Lamartine, Hugo, Flaubert, Baudelaire, Stendhal, Balzac, Verlaine, Rimbaud.

Fr 432 FRENCH LITERATURE OF THE TWENTIETH CENTURY 3-0-3 Prereq. Fr 302 or P.O.I. (Offered Spring 1973)

The more recent literary tendencies of France as exemplified in the poetry of Valery, Apollinaire, Cocteau, Prevert; in the plays of Claudel, Giraudoux, Sartre; in the novels of Proust, Gide, Mauriac, Saint-Exupery, Camus.

Fr 481-490 INDEPENDENT READINGS Variable credit

Courses selected to fill the needs of individual seniors and to supplement their selection of courses. An opportunity for Senior majors to undertake an independent project in some area of French literature.

GERMAN

Ge 001 REMEDIAL GERMAN 3-1-0

Ge 002 REMEDIAL GERMAN 3-1-0

Ge 101 ELEMENTARY GERMAN 3-1-3

Ge 102 ELEMENTARY GERMAN 3-1-3 Prereq. Ge 101 or equivalent

An audio-lingual approach to the study of the structure of the language. Includes pronunciation, grammar, pattern drills, and reading selections dealing with the historical, cultural, and social aspects of life in Germany.

Ge 201 INTERMEDIATE GERMAN 3-1-3 Prereq. Ge 102 or equivalent

Ge 202 INTERMEDIATE GERMAN 3-1-3 Prereq. Ge 201 or equivalent

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing. Classroom language laboratory procedures incorporate and develop the listening, speaking, and writing skills. Grammar is reviewed supplementarily.

Ge 203 INTERMEDIATE GERMAN FOR SCIENCE MAJORS 3-1-3 Prereq. Ge 102 or equivalent.

Ge 204 INTERMEDIATE GERMAN FOR SCIENCE MAJORS 3-1-3 Prereq. Ge 203 or equivalent. Offered on demand.

An intensive introduction to the reading of scientific and scholarly writing; classroom and language laboratory procedures incorporate and develop the listening, speaking and writing skills. Grammar is reviewed supplementarily.

Ge 301 CIVILIZATION, CONVERSATION AND COMPOSITION 3-0-3 Prereq. Ge 202 equivalent or P.O.I.

Ge 302 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Ge 301 or P.O.I.

Oral discussion of topics dealing with contemporary German culture, intensive practice speaking and writing everyday German, including a study of idioms, problems in grammar and syntax, and vocabulary building.

Ge 331 LINGUISTICS 3-0-3 Prereq. 302, equivalent or P.O.I.

A survey of linguistic methods as well as a study of phonetics; training in the improvement of pronunciation.

Ge 401 SURVEY OF GERMAN LITERATURE 3-0-3 Prereq. Ge 302 or P.O.I.

Ge 402 SURVEY ON GERMAN LITERATURE 3-0-3 Prereq. Ge 302 or P.O.I. (Offered on Demand)

A survey of the major literary trends and a study of the major authors in the light of significant developments in German history and civilization.

Ge 411 GERMAN CLASSICISM AND ROMANTICISM 3-0-3 Prereq. Ge 302 or P.O.I. (Offered Fall 1973)

Ge 412 GERMAN CLASSICISM AND ROMANTICISM 3-0-3 Prereq. Ge 302 Offered Spring 1974

Reading of representative works of the period, with emphasis on authors, such as Lessing, Goethe, Schiller and Heine.

Ge 413 GERMAN DRAMA OF THE 19TH CENTURY 3-0-3 Prereq. Ge 302 or P.O.I. Offered Fall 1972

Ge 414 GERMAN DRAMA OF THE 20TH CENTURY Prereq. Ge 302 or P.O.I. Offered Offered Spring 1973

A close examination of the dramas of Grillparzer, Hebbel, Hauptmann, Brecht, and Durrenmatt, Frisch, and others.

Ge 417 GERMAN LITERATURE SINCE GOETHE 3-0-3 Prereq. Ge 302 or P.O.I. Offered Fall 1971.

Ge 418 GERMAN LITERATURE SINCE GOETHE 3-0-3 Preeq. Ge 302 or P.O.I. Offered Spring 1972

Reading and discussion of the works by German Realists, Naturalists, Expressionists, and contemporary authors.

Ge 422 EARLY GERMAN LITERATURE 3-0-3 Prereq. Ge 302 or P.O.I.

A survey of German Literature from the beginning to the time of Goethe, with emphasis on the medieval epic and/or Baroque drama and poetry.

Ge 481-490 INDEPENDENT READINGS Variable Credit

Courses selected to fill the needs of individual seniors and to supplement their selection of courses. An opportunity for senior majors to undertake a project in some area of German Literature.

SPANISH

Sp 001 REMEDIAL SPANISH 3-1-0

Sp 002 REMEDIAL SPANISH 3-1-0

Sp 101 ELEMENTARY SPANISH 3-1-3

Sp 102 ELEMENTARY SPANISH 3-1-3 Prereq. Sp 101 or equivalent

An audio-lingual approach to the study of the structure of the language. Includes pronunciation, grammar and pattern drills and reading of selections to acquaint the student with Spanish speaking civilizations.

Sp 201 INTERMEDIATE SPANISH 3-1-3 Prereq. Sp 102 or equivalent

Sp 202 INTERMEDIATE SPANISH 3-1-3 Prereq. Sp 201 or equivalent

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing. Classroom and the language laboratory procedures incorporate and develop the listening, speaking, and writing skills. Grammar is reviewed supplementarily.

Sp 301 SPANISH CONVERSATION 3-0-3 Prereq. Sp 202, equivalent or P.O.I.

A course designed to give the student opportunities to communicate effectively with some fluency in various situations.

Sp 302 ADVANCED GRAMMAR AND COMPOSITION 3-0-3 Prereq. Sp 301 equivalent or P.O.I.

A detailed study of the structure of the language. Includes varied exercises, related translations and original compositions.

Sp 314 SURVEY OF SPANISH LANGUAGE 3-0-3 Prereq. Sp 302 or P.O.I.

Origin and evolution of Spanish, etymology, morphology, idiomatic and figurative Spanish. Phonology and versification.

Sp 321 SPANISH CIVILIZATION 3-0-3 Prereq. Sp 302 or P.O.I.

An introduction to the significant periods of Spanish culture, their characteristics and contributions.

Sp 331 LINGUISTICS 3-0-3 Prereq. Sp 302, equivalent or P.O.I.

A survey of linguistic methods as well as a study of phonetics; training in the improvement of pronunciation.

Sp 411 SPANISH LITERATURE 3-0-3 Prereq. Sp 321 or P.O.I.
Sp 412 SPANISH LITERATURE 3-0-3 Prereq. Sp 321 or P.O.I. Offered 1971-72, 1973-74)

A survey of the principal literary trends and a study of the major authors up to 1700, and from 1700 to the present.

Sp 413 SPANISH AMERICAN LITERATURE 3-0-3
Sp 414 SPANISH AMERICAN LITERATURE 3-0-3 Prereq. Sp 321 or P.O.I. (Offered 1972-73)

A survey of the major literary developments and a study of the major authors of Spanish America from the conquest to the present time.

Sp 421 CERVANTES 3-0-3 Prereq. Sp 411 or P.O.I. (Offered Fall 1972)

A study of the man and his works. Don Quixote and its universal significance.

Sp 422 GOLDEN AGE OF DRAMA 3-0-3 Prereq. Sp 411 or P.O.I. (Offered Spring 1971)

A survey of Spain's outstanding dramatists—Lope de Vega, Tirso de Molina, Ruiz de Alarcon and Calderon de la Barca.

Sp 431 CONTEMPORARY SPANISH LITERATURE 3-0-3 Prereq. Sp 412 or P.O.I.

Sp 432 CONTEMPORARY SPANISH LITERATURE 3-0-3 Prereq. Sp 412 or P.O.I. (Offered 1971-72, 1973-74)

A study of the Generation of 1898, the figures who brought about a revival in Spanish critical thinking, and a study of the major literary trends up to the generations following the Spanish Civil War.

RUSSIAN

Ru 001 REMEDIAL RUSSIAN 3-1-0
Ru 002 REMEDIAL RUSSIAN 3-1-0
Ru 101 ELEMENTARY RUSSIAN 3-1-3

Ru 102 ELEMENTARY RUSSIAN 3-1-3 Prereq. Ru 101 or equivalent (Offered on demand)

The essentials of grammar, drill in pronunciation, practice in speaking, writing, and translation from prose selections.

Ru 201 INTERMEDIATE RUSSIAN 3-1-3 Prereq. Ru 102 or equivalent
Ru 202 INTERMEDIATE RUSSIAN 3-1-3 Prereq. Ru 201 (Offered on demand)

Continued study of grammar and practice in conversation; reading, and translation devoted to the geography, history, religion, and culture of Russia.

DEPARTMENT OF MUSIC

Professor Emeritus: Fisher
Professor: Shull *(Chairman)*
Associate Professors: Kitchen, Simmers
Assistant Professors: Harrison, Marciniak, Stites
Instructor: McVoy

The development and transmission of music as an evolutionary aspect of history and as an art, the performance of its past and present literature, making each age aware of and sensitive to the art, and providing society with avenues for developing a keen sense of musical and aesthetic values are the primary responsibilities of musicians and music teachers. To this purpose, within its sphere of influence on and off campus, the Music Department is dedicated.

To meet these objectives, the department offers music for those who wish to prepare themselves for professional careers, but also has many opportunities for all students to culivate and express avocational interests through a variety of classes, private instruction, and choral and instrumental ensembles.

Majors in the Department

B.S. WITH MAJOR IN MUSIC EDUCATION

The Music Department offers a major in music education for those students who wish to be certified as public school music teachers. This program qualifies its graduates as teachers of vocal and instrumental music on both the elementary and secondary levels in the state of Pennsylvania. Program Approval Status has been granted by the Pennsylvania Department of Education.

The basic purposes of the professional courses are to develop sound musicianship and understanding of theoretical laws and concepts of music, contribute to a comprehension of music as an artistic means of expression and communication, provide prospective teachers with the knowledge, teaching techniques, and musical skills for fulfilling their roles in school and community life, and to develop performing proficiency as a means of artistic and intellectual enrichment for the performer and the listener.

The courses required in the major are Music 101-102, Music 103-104, Music 201, Music 203-204, Music 208, Music 231, Music 234, Music 241-242, Music 311-312, Music 321-322, Music 341, Music 343-344, Music 408, Music 441-442, Music 471, a minimum of 12 hours in private instruction, a minimum of eight hours of ensemble credit, and Education 205.

Due to an experimental course involving theory, literature, and sightsinging, some course content and credit changes may be in effect during the 1971-72 academic year.

Demonstrated proficiency in piano and voice is required before a student will be permitted to enroll for Music 471 (Student Teaching).

B.A. WITH A MAJOR IN MUSIC

This program permits interested students to develop their musical abilities, interests, and competencies in a flexible developmental approach to learning. Each student will be expected to achieve minimum competencies in theory, history, and literature and performance; but each student, under the guidance of a departmental advisor, selects a program of studies which provides the maximum opportunities for meeting individual needs. A minimum of forty seemester hours of music courses are required, and a senior recital is expected of all candidates.

The following courses are suggested as a general guide:

Music 101-102, Music 103-104, Music 201, Music 203-204, Music 321 and/or 322, Music 419, Music 441-442, one course in music literature of church music, twelve semester hours of credit in applied music, and three semester hours in ensemble.

Area of Concentration

The Music Department also offers a concentration in music for elementary education majors. This area of study provides the prospective classroom teacher with opportunities to develop sensitivity to musical and aesthetic values, gain a comprehension of elementary school children's musical capabilities and interests, and the knowledge and skills necessary for carrying out an effective program of musical activities in the classroom.

This concentration includes courses for developing skills in basic music theory, understanding of music history and literature, proficiency in piano, voice, and ensemble performance, and familiarity with teaching techniques and materials applicable to the elementary school music curriculum.

The required courses in the concentration are Music 101, Music 103-104, Music 315, Music 325, Music 415 or 417, five semester hours in private instruction in piano and voice, three hours credit in ensemble, and a three-hour music elective.

COURSES OF INSTRUCTION

MUSIC COURSES

Mu 101 BASIC MUSIC THEORY 3-0-3

An introductory course, open to any student, dealing with basic rhythmic, melodic, harmonic, and structural elements of music. Analysis and creative writing are included.

Mu 102 HARMONY 3-0-3 Prereq. Mu 101

A study of chords and chord inversions, non-chordal tones, and simple modulations. Opportunity throughout the semester for analysis of varied styles and creative expression.

Mu 103 SIGHT-SINGING AND EAR TRAINING 0-2-1

Mu 104 SIGHT-SINGING AND EAR TRAINING 0-2-1 Prereq. Mu 103

A course designed to cultivate aural and oral skills in music. Includes singing and writing of rhythmic, melodic, and harmonic progressions dictated by voice, piano, or tape.

Mu 111-112 VOICE CLASS 0-2-1

A basic study of the fundamentals of breath control, tone production and development of vocal technique. Open to all students.

Mu 113-114 PIANO CLASS 0-2-1

This class is designed to develop basic piano skills and knowledge of music theory fundamentals. Daily practice is required. Class enrollment is limited to ten and offered only upon sufficient demand.

Mu 117-118 PIANO CLASS 0-2-1

A class designed to develop basic piano skills. Open to music majors, and other students with permission of instructor.

Mu 201 ADVANCED HARMONY 3-0-3 Prereq. Mu 102

A continuation of Music 101-102 involving more intensive and detailed study of harmonic techniques of the 18th-20th centuries. Survey and application of seventh, ninth, and eleventh chords, borrowed and altered chords, and more involved modulations. Stress upon individual creative work and composition throughout the course.

Mu 203-204 ADVANCED SIGHT-SINGING AND EAR TRAINING 0-2-1 Prereq. Mu 104

A continuation of Music 103-104 involving further development in sight-reading and dictation abilities. Three-and four-part writing stressed in the second semester. Extensive part-singing training an integral phase of the course.

Mu 208 KEYBOARD HARMONY 2-0-2 Prereq. Mu 201

A course designed to develop skills in harmonizing melodies at the piano using various appropriate chord structures, modulatory progressions, and suitable piano accompaniments for given melodies. Some attention given to improvisation techniques.

Mu 212 CHURCH MUSIC 2-0-2

A study of the music of the Christian Church-historical, thoretical, and practical-preparing the student for better musical participation or leadership in any Protestant denomination.

Mu 231 BRASS CLASS 0-2-1 (Offered alternate years; not offered 1971-72)

A course including the method of tone production, fingerings or positions, care and repair, and methods and materials for teaching trumpet or cornet, French horn, baritone, trombone, and tuba.

Mu 234 PERCUSSION CLASS 0-2-1 (Offered alternate years; not offered 1971-72)

A course including the methods of tone production, care and repair, and methods and materials for teaching snare drum, bass drum, cymbals, timpani, and other percussion instruments.

Mu 241 ELEMENTARY STRING CLASS 0-2-1

Mu 242 INTERMEDIATE STRING CLASS 0-2-1 Prereq. Mu 241

A course including the method of tone production, fingerings, care and repair, and methods and materials for teaching violin, viola, violoncello, and double bass.

Mu 311 MUSIC IN THE ELEMENTARY SCHOOL 3-0-3 Prereq. Mu 208

A thorough study of objectives, methods, and materials for elementary school music programs through singing, instrumental, rhythmic, creative and listening activities. Detailed study and use of recent school music songbook series. Observations and laboratory experience included.

Mu 312 MUSIC IN THE SECONDARY SCHOOL 3-0-3

Methods and materials for secondary general music classes and performance groups, with special concentration on the junior high school general music class. Further attention, especially, is given to adolescent voice problems and the successful organization and direction of choral and instrumental performing groups. Observations and laboratory experience included.

Mu 315 HISTORY AND APPRECIATION OF MUSIC 3-0-3

A study of historical art periods with particular attention given to great composers and their outstanding compositions. (The primary purpose is to develop a standard of musical taste.)

Mu 321-322 CHORAL-INSTRUMENTAL CONDUCTING AND TECHNIQUES 3-0-3 Prereq. Mu 201

A course designed to give students knowledge and facility in directing choruses, bands, and orchestras. Conducting techniques, choral and instrumental techniques and problems, score reading, and interpretation are included.

Mu 325 TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL 4-0-4

A study of the elements of notation and the conducting and accompaniment of classroom singing, leading into the discovery of methods and materials for the prospective elementary school teacher to use in a balanced elementary music program that includes emphases on creative listening, singing, composing, sight-singing, playing melody-harmony instruments and rhythmic activities. Some laboratory experience included.

Mu 341 ADVANCED STRING CLASS 0-2-1 Prereq. Mu 242

A continuation of Music 242 with emphasis upon development of string techniques.

Mu 343-344 WOODWIND CLASS 0-2-1 (Offered alternate years; offered 1971-72)

A course including the methods of tone production, fingerings, care and repair, and methods and materials for teaching flute, oboe, clarinet, bassoon, and saxophone.

Mu 371-380 SPECIAL PROBLEMS Variable Credit

This sequence of numbers permits the department to offer courses to any group of students who express an interest in a particular area of study not a regular part of the curriculum. Prerequisites are determined according to the nature of each specific course. Courses offered one year may or may not be offered in subsequent years.

Mu 408 FORM AND ANALYSIS 2-0-2 Prereq. Mu 201

A study of the basic principles underlying musical forms with opportunity to analyze their application through auditory and visual music examples.

Mu 415 CLASSICAL-ROMANTIC MUSIC LITERATURE 2-0-2 Prereq. Mu 201, or Mu 315

A survey of instrumental and vocal music of the Classical and Romantic periods.

Mu 417 IMPRESSIONISTIC-MODERN MUSIC LITERATURE 2-0-2 Prereq. Mu 201 or Mu 315

A survey of music from Impressionism to the present.

Mu 419 COUNTERPOINT 2-0-2 Prereq. Mu 201

A course emphasizing contrapuntal techniques of the 16th and 17th centuries through representative composers and original compositions. Attention to 18th century counterpoint as time allows.

Mu 440 BAND AND ORCHESTRA ARRANGING 2-0-2 Prereq. Mu 201 and Mu 208

A course designed to develop the ability to compose or adapt music for concert or marching bands and orchestras. A study of instrument ranges, limitations, and uses and effects in various combinations is included.

Mu 441 HISTORY OF MUSIC 3-0-3 Prereq. Mu 201
Mu 442 HISTORY OF MUSIC 3-0-3

A comprehensive survey of Western music from ancient to modern times. The course includes the evolution of musical forms, styles, and media through careful consideration of music literature and the relation of musical to cultural and historical development.

Mu 451-452 PIANO METHODS AND MATERIALS 2-1-2 Prereq. Mu 252

This course acquaints the pianist with modern methods of piano teaching of children, youth, and adults, and includes a survey of teaching materials for various stages of progress. Teaching demonstrations and experience will be a part of the course.

Mu 471 STUDENT TEACHING IN MUSIC—8 Prereq. Mu 231, Mu 234, Mu 311, Mu 312, Mu 321-322, Mu 341, Mu 343-344

Includes teaching experience in both elementary and secondary music classes. Instrumental and vocal experience is required.

Mu 481-490 INDEPENDENT STUDY—Variable Credit

Prerequiste: 24 hours in music courses; Chairman of the Department, and Dean of the the Faculty.
The purpose of this class is to offer individual students opportunities for musical composition, arranging, or research under faculty supervision.

APPLIED MUSIC AND MUSIC ORGANIZATIONS

A maximum of eight semester hours in Applied Music and/or Music Organizations may be applied towards an A.B. or B.S. degree (except music education majors or those seeking a music major in the B.A. degree program). No credit in music organizations is given unless attendance at rehearsals and public performances is satisfactory and unless participation extends over the entire college year.

Mu 251-252-253-254-255-256-257-258	PIANO ½-5-1
Mu 261-262-263-264-265-266-267-268	ORGAN ½-5-1
Mu 271-272-273-274-275-276-277-278	VOICE ½-5-1
Mu 281-282-283-284-285-286-287-288	BAND AND ORCHESTRAL INSTRUMENTS ½-5-1

Students in Applied Music are accepted at any stage of progress, and are advanced as rapidly as their ability will permit. Technical exercises, etudes, and Baroque, Classic, Romantic, and Modern pieces are indispensable elements of study at all times in instrumental applied areas. In Voice, the problems of vocal improvement, technique, breathing and diction are stressed. Songs and arias by Classical, Romantic, and Modern composers are used to develop taste and to build for each student a repertoire which will contain music appropriate for all occasions.

*Mu 360 COLLEGE CHORALE 0-1-½

Members of the College Chorale are selected by audition from the Concert Choir. The ensemble offers specialized study and performance opportunities for vocally advanced students.

*Mu 361 CONCERT CHOIR 0-3-1

Open to any student—acceptance based upon audition by appointment. In addition to campus and television performances prior to Christmas and participation in the annual Spring Concert, this group sings approximately twenty concerts in churches and schools in Pennsylvania and neighboring states each spring.

*Mu 362 CHORAL UNION 0-2-½

Open to any student (without audition), a large mixed choral group whose purpose is to experience a variety of sacred and secular selections, culminating in several public performances each semester.

*Mu 363 WOODWIND ENSEMBLE 0-1-½
364 BRASS ENSEMBLE 0-1-½
365 ORCHESTRA 0-1-½
366 PIANO ENSEMBLE 0-1-½
367 STRING ENSEMBLE 0-1-½

Students who are organized as an ensemble, who meet regularly under faculty supervision, and who have opportunities for public performance may be enrolled.

*Mu 368 STAGE BAND 0-1½-½

The Elizabethtown College Stage Band serves as an integral part of the college curriculum. It functions as a lab-band and as a touring band playing the best in swing and jazz with the big band sound. Their program of music includes swing, pop tunes, ballads, and jazz including old standards and current progressive jazz.

*Mu 369 CONCERT BAND 0-3-1

Open to any student—acceptance subject to approval by director—performs on at least four occasions including the annual Winter and Spring Concerts.

---

* May be repeated for credit.

DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

Associate Professor: Wright *(Chairman)*
Assistant Professors: Tulley *(Athletic Director),* Ober, Garrett
Instructors: Kauffman, Whitemore, Hollinger

The Department of Physical Education and Health affords an opportunity for all students to develop an interest in play and recreation that will be of use and pleasure to them during college and later life; to develop social and moral standards such as sportsmanship, teamwork, tolerance, and other character benefits which come from properly conducted play. It affords an opportunity for the development and maintenance of organic power of the body which will aid in good health. The department further provides facilities and opportunities for the improvement of neuro-muscular skills in coordination and correct use of the body.

This requirement includes at least one semester of an aquatics activity. Four levels of swimming are offered. They are: beginning, intermediate, senior life saving and water safety instruction. The swimming requirement can be waived with successful completion of a proficiency test. Two of the four semester requirement can be taken in aquatics. The remaining physical education requirement can be satisfied by electing from any of the courses offered.

Basic requirement: All students at Elizabethtown College are required to take four semester hours of physical education courses.

Eligibility for individually adapted physical activity courses is dependent upon the recommendation of a physician. Three courses arranged at the students level of participation. The fourth course to be PE 215 Sports Appreciation.

COURSES OF INSTRUCTION

PE 105 BEGINNING SWIM (Women) 0-2-1

Instruction and techniques of the nine basic strokes on an elementary level.

PE 115 INTERMEDIATE SWIMMING (Women) 0-2-1

Instruction and techniques of the nine basic strokes—survival swimming and water safety.

PE 125 BEGINNING SWIM (Men) 0-2-1

Instruction and techniques of the nine basic strokes on an elementary level.

PE 135 INTEMEDIATE SWIM (Men) 0-2-1

Instruction and techniques of the nine basic strokes—survival swimming and water safety.

PE 145 FIELD HOCKEY—VOLLEYBALL (Women) 0-2-1

Rules, playing techniques and skill development.

PE 155 TENNIS—BOWLING (Coed) 0-2-1

Rules, playing techniques and skill development.

PE 165 GOLF—BADMINTON (Coed) 0-2-1

Rules, playing techniques and skill development.

PE 175 SOCCER—WRESTLING (Men) 0-2-1

Rules, playing techniques and skill development.

PE 185 BASKETBALL—FIELD HOCKEY (Women) 0-2-1

Rules, playing techniques and skill development.

PE 195 BASKETBALL—SOCCER (Men) 0-2-1

Rules, playing techniques and skill development.

PE 205 ARCHERY—BADMINTON (Coed) 0-2-1

Rules, playing techniques and skill develpoment.

PE 215 SPORTS APPRECIATION (Coed) 2-0-1

Ethics, strategy and rules of our varsity sports program; officiating, physiology of exercise. First Aid, carry over activities and worthy use of leisure time.

PE 217 SENIOR LIFE SAVING 0-2-1

Knowledge and practice in life saving, water safety and pool management. Meets Red Cross certification requirements. Honors, pass, fail.

PE 218 WATER SAFETY INSTRUCTION (Coed) 0-2-1 Prereq. Current Senior Life Saving Certificate

Advanced skill in life saving, swimming instruction and use of pool equipment. Meets Red Cross Water Instructor certification requirement. Honors, pass, fail.

PE 225 TENNIS (Women) 0-2-1

Rules, playing techniques and skill development.

PE 235 TENNIS (Men) 0-2-1

Rules, playing techniques and skill development.

PE 245 HANDBALL-PADDLEBALL (Women) 0-2-1

Rules, playing techniques and skill development.

PE 250 VOLLEYBALL (Coed) 0-2-1

Rules, playing techniques and skill development.

PE 255 HANDBALL-PADDLEBALL (Men) 0-2-1

Rules, playing techniques and skill development.

PE 265 PHYSICAL CONDITIONING (Coed) 0-2-1

Techniques of exercise, jogging, weight-training and body development.

PE 295 FUNDAMENTAL MOVEMENT (Coed) 0-2-1

Techniques of modern dance, body control, round and square dancing.

PE 150 ADAPTED PHYSICAL EDUCATION (Coed) 0-2-1

Recreational swimming. Honors, Pass, Fail

PE 160 ADAPTED PHYSICAL EDUCATION (Coed) 0-2-1

Recreational and table games. Honors, Pass, Fail.

PE 260 ADAPTED PHYSICAL EDUCATION (Coed) 0-2-1

Individual sports and corrective exercises adapted to the needs and abilities of the student. Honors, Pass, Fail.

PE 270 ADVANCED INDIVIDUAL SPORTS 3-0-3

Methods, techniques and teaching skills in selected sports. Taught Summer session only.

PE 275 CONTEMPORARY HEALTH PROBLEMS 3-0-3

A study of the physical, mental, and social aspects of personal and community health problems in the contemporary setting. Educational principles applied to teaching in the elementary school situation.

PE 285 ELEMENTARY GAMES AND ACTIVITIES 3-0-3

A study of physical growth of children from ages 4-12 and consideration of games and activities appropriate to physical development of the child in the elementary grades.

PE 481-490 SELF-DIRECTED PHYSICAL EDUCATION ACTIVITY

Maximum 1 semester hour credit. Designed for the student studying abroad or on a work/study program. P.O.I. Honors, Pass, Fail.

DEPARTMENT OF PHYSICS AND EARTH SCIENCE

Associate Professors: Custer *(Chairman)*, Sebastian
Assistant Professor: Thompson
Instructors: Evinger, Pfaltzgraff

The Department has five major instructional objectives: They are to educate students: 1.) as preparation for graduate school; 2.) for employment in industry; 3.) for secondary school teaching of physics; 4.) so that some elementary teachers are able to understand and appreciate the ways of physics and earth science; 5.) as preparation to pursue an engineering degree.

Phy 111, 112, 211, 212 comprise a helical approach to the introductory study of physics. A student may begin at the level for which he is prepared and end when he desires or when his needs are satisfied. Each succeeding semester will be on a higher level, building on the knowledge previously acquired. The areas of physics introduced will be mechanics, heat, sound, electricity, magnetism, optics, relativity and atomic. Phy 111 is recommended for those students who are not science majors but wish to explore physics. Pre-medical and biology majors should complete phy 112 and phy 211 and chemistry majors Phy 112, Phy 211, Phy 212.

B.S. with Major in Physics

Phy 212, Phy 306, Phy 344, Phy 403, Phy 404, Phy 408, Phy 490, Ch 104, Ma 222; Six credits of electives from: Ma 201, Ma 321, Ma 351, Ma 362).

Requirements for Secondary Teaching Concentration in Physics and Mathematics:

Phy 112, Phy 211, Phy 212, Phy 343, Phy 404, Ch 101, Ch 104, Bio 103, Bio 104, Ma 121, Ma 122, Ma 222, CS 105 (Six credits of electives from the offerings of the Department of Physics and Earth Science.)

Requirements for cooperative Engineering Major:

In cooperation with the Pennsylvania State University, Elizabethtown College offers a curriculum leading to an engineering degree. Upon successful completion of the five-year program, the student will receive a B.A degree from Elizabethtown College and a B.S. degree from the Pennsylvania State University.

Curricula which Elizabethtown College students will be qualified to enter at the University include aeronautical, civil, electrical, industrial, mechanical, and sanitary engineering. In order to be eligible for admission to the Pennsylvania State University, the student must have a 2.0 cumulative average for course work at Elizabethtown College and be recommended by Elizabethtown. Students who have studied at Pennsylvania State University prior to matriculation at Elizabethtown College must have a quality point average of at least 2.50 for all college work taken.

The following curricula should be carefully followed:

Freshman	*1st*	*2nd*
Ch 101-104	4	4
Dr 115-116 (Alternate years)	2	2
Ma 121-122	4	4
Phy 112		4
En 105	3	
CS 105	1	
PE	1	1
	15	15

Sophomore	*1st*	*2nd*
Ma 201	3	
Ma 222		
Lang	3	3
Phy 211-212	4	4
Ec 101	3	
Literature		3
PE	1	1
Elective	3	3
	17	18

Junior	*1st*	*2nd*
Phy 305-306	3	3
Fine Arts Elective	3	
En 325		3
Psy 101	3	
Soc Sci		3
Rel/Phil	3	3
Electives	3	3
	15	15

The 4th and 5th years must be satisfactorily completed at the Pennsylvania State University.

Area of Concentration

A minimum of 24 semester hours in the department including physics through 212 and electives.

COURSES OF INSTRUCTION

Phy 111 General Physics I 3-2-4

One year of high school algebra and one year of high school geometry is recommended. The student's study will cover various areas of physics and will be conceptually and experimentally oriented.

Phy 112 General Physics II 3-2-4

One year high school physics of Phy 111 or one year of high school algebra and one year high school geometry or Ma 101 is a prerequisite. The student is assumed to be in the first stages of studying physics, having been previously introduced to the subject. Some trigonometry will be used.

Phy 211 General Physics III 3-2-4 Prereq. Phy 112 Coreq. Ma 121

The material will be of a nature lying between that suitable for students who desire only to have a feeling for physics and those desiring a mastery of the fundamentals of physics. Some calculus will be used.

Phy 212 General Physics IV 3-2-4 Prereq. Phy 211 and Ma 122

This course prepares the student to enter any of the advanced physics courses required for a physics major or concentration or so that his physics needs will be essentially satisfied to pursue a career in other sciences. A more mathematical, calculus oriented approach will be used.

Phy 305 Introduction to Theoretical Mechanics 3-0-3 Prereq. Phy 212, Ma 222
Phy 306 Introduction to Theoretical Mechanics 3-0-3 Prereq. 305

A study of force, acceleration, work, energy, impulse, and momentum. Linear and rotary motion will be analyzed including the use of various types of reference coordinates and vector analysis.

Phy 343 Introduction to Quantum Theory 3-0-3 Prereq. Phy. 212, Ma 222

An introduction to the principles of quantum theory, radiation, atomic spectra, and the extranuclear structure of the atom; special topics including special relativity, rate processes, and/or statistical thermodynamics.

Phy 344 Modern Physics 3-5-5 Prereq. Phy 343

An introduction to nuclear physics investigating various nuclear models in terms of the experimental data. Nuclear interactions will be studied with particular interest in radioactivity, the nuclear particles and resulting analysis of the nuclear forces. Relativistic collisions will be introduced as an introduction to high energy nuclear physics.

Phy 371 ANALOG COMPUTER PROGRAMMING 2-0-2 P.O.I.

To successfully complete the course, the student will demonstrate the ability to solve differential equations using the analog computer. This will include amplitude and time scaling and will require his using potentiometers, amplifiers, integrators, multipliers, electronic comparators and plotters. Notes and audio visual material will be available so that the student may progress at his own pace. An instructor will help him when needed, evaluate his problem solutions and observe him solving elementary problems requiring the use of the various components of the analog computer. Graded Honors—Pass—Fail.

Phy 403 KINETIC THEORY AND THERMODYNAMICS 3-0-3 Prereq. Phy 212 and Ma 222

A study of the kinetic theory of matter and of the principles of thermodynamics including temperature, heat, work internal energy, entropy, enthalpy and statistics.

Phy 404 ELECTRONICS 3-3-4 Prereq. Phy 211 and Ma 222

The basic components of electronic circuits will be studied, including vacuum tubes, transistors, and diodes. Fundamental circuits will be analyzed.

Phy 407 ELECTRICITY AND MAGNETISM 3-0-3 Prereq. Phy 212 Coreq. Ma 222

Phy 408 ELECTRICITY AND MAGNETISM 3-0-3 Prereq. Phy 407

The theory of the static and dynamic forces and fields associated with basic particles, electrical components, measurements, alternating current, radiation and Maxwell's equations.

Phy 490 SEMINAR 2-0-2 Prereq. P.O.I.

Experimental or theoretical study under the direction of a staff member. A formal report of work will be required. P.O.I. will be granted only after a written proposal of study is received and accepted by a faculty member in the department.

Dr 115 DRAWING AND DESCRIPTIVE GEOMETRY 1-5-2

Dr 116 DRAWING AND DESCRIPTIVE GEOMETRY 1-5-2 Prereq. Dr 115

A study of reference planes, points, lines, curved surfaces, revolutions, true sizes, intersections, othographic projection, isometric drawing, auxiliary views, sections, and developments. Offered alternate years, 1972-73; 1974-75.

EARTH SCIENCE

Area of Concentration

Requirements: A minimum of 24 hours with the following distribution:

16 hours including ES 105 from the courses ES 105, 107, 108, 111 and 202.
6 hours from the courses ES 301, 302 and 303.
2 hours from the courses ES 401 and 402.

The College reserves the right to limit the number of students allowed to elect the Earth Science concentration.

ES 103 World Geography 3-0-3

A study of the physical factors in man's environment and his adjustment to them; the world's landform features and mineral resources, climates, soils, and vegetation types and the political, economic, and social responses of man to them.

ES 105 Field Earth Science 8 Prereq.: P.O.I.

An intensive one session, summer program of field and laboratory investigations whereby the Earth is studied in its natural context. Students are involved 8 or more hours each day in faculty approved, self-initiated projects and on-the-spot field discussions. Included is a one-week field camp away from campus.

ES 106 Geography of the United States and Pennsylvania 3-0-3

A study of the geography of the United States including physiography, climate, soil, and natural vegetation. Special attention is given to the geography of Pennsylvania.

ES 107 Astronomy 3-2-4

The principles set forth by Kepler and Newton are used to explain motions of planets and comets; the celestial sphere, orbits, eclipses and seasons are also studied in the first half semester; remaining time is devoted to deep space including studies of galaxies, clusters, nebulae and stellar evolution; labs include use of telescopes, determination of astronomical distances and spectroscopic analysis of light.

ES 108 Meteorology 3-2-4

An introductory study of the causes, effects and distribution of atmospheric phenomenon: air motions, the role of H_2O in its three phases, weather map analysis and modern systems of climatic classification are included in the practicum.

ES 111 Geology 3-3-4

An introductory study of the earth—its form, history and response to internal and external forces; subjects included are minerals, rocks, volcanism, earthquakes, weathering/erosion, fossils and the earth's past as interpreted from the foregoing features. Field trips are included in the laboratory exercises.

ES 202 Geomorphology 3-2-4 Prereq. ES 111, 105, or P.O.I.

A study of landforms and processes explaining their origin and distribution. Course includes map and air photo interpretation, field studies and elementary statistical analysis of surface features.

ES 301 Mineralogy/Petrology 2-2-3 Prereq.: Any one of ES 101, 105 or 111

An introduction to systematic crystallography and mineralogy stressing identification and associations. Igneous and metamorphic petrology includes genetic processes and microscopic and hand-specimen petrography.

ES 302 SEDIMENTOLOGY 2-2-3 Prereq.: Any one of ES 102, 105 or 111

An introduction to processes of sedimentation in time and space. The Appalachian Geosyncline is used as a model to study stratigraphic distribution of sediments and life forms. As well as studies of sedimentation, the laboratory will stress rock and fossil identification.

ES 303 EARTH DYNAMICS 2-2-3 Prereq.: Any one of ES 101, 102, 105 or 111

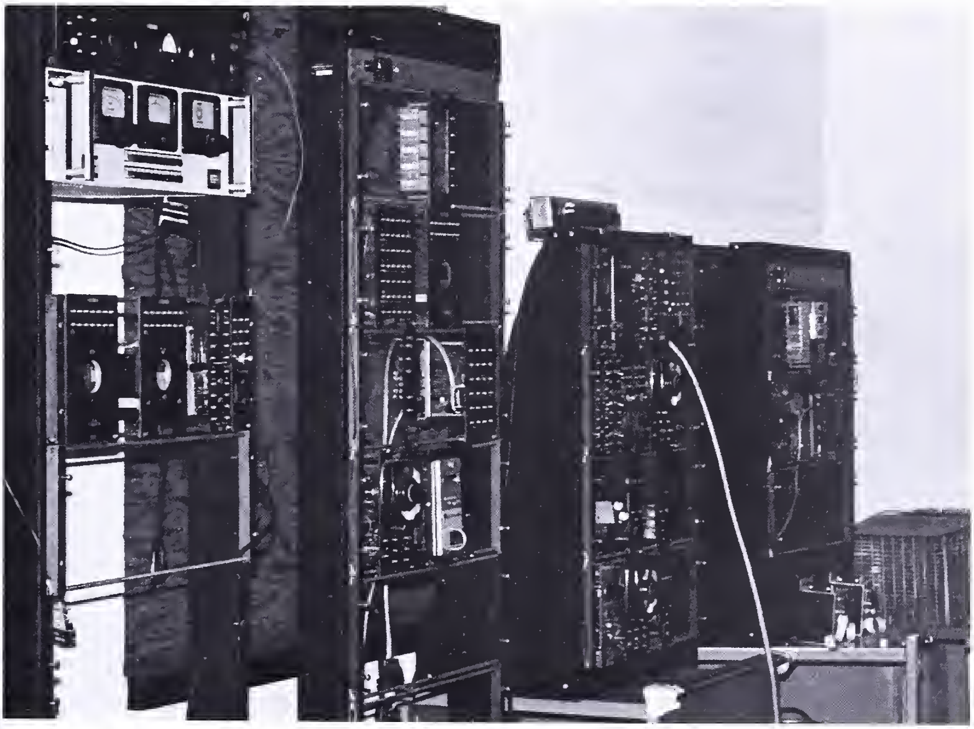
Studies of the deformational history of the Earth and resulting structures emplaced in rocks. Solid-earth geophysics is introduced as a tool to decipher the dynamic Earth and the associated topic of global tectonics is examined both in a physical and historical context.

ES 401 SEMINAR 1-0-1 Prereq.: Any one of ES 301, 302, or 303

Readings and discussions of current problems and recent developments in the earth sciences are required.

ES 402 INDEPENDENT STUDY Variable Credit Prereq.: Any one of ES 301, 302, or 303 and P.O.I.

Students are required to define and do research on a problem in the earth sciences.



DEPARTMENT OF POLITICAL SCIENCE

Professor: Garber

Assistant Professors: Selcher *(Chairman),* Lamontagne, Worman

The purpose of the department and its course of study is to assist the student in thinking rationally about political questions through training in normative, empirical, and policy-oriented approaches to matters of public policy which he will face as a political analyst, administrator, businessman, lawyer, educator, or citizen in a participatory democracy. Though politics is the major focus of the department, political problems are examined as well from philosophical, moral, historical, legal, administrative, and behavioral perspectives, since the contributions of economists, historians, psychologists, and sociologists to the main body of knowledge in political science have been numerous and significant.

Lower level courses for beginning students deal with the nature and place of politics in society and with the operation of political systems at the local, national and international levels. More specialized courses for majors and those who take advanced work cover areas of political theory, public administration, comparative political systems, constitutional law, and techniques of political analysis and research. Topical seminars are offered on subjects of current interest as demand warrants. The Capital Semester Internship and Seminar are offered to provide the student with a unique opportunity to combine the theory and the practice of politics by participation in state government administration or research.

A major in political science serves as preparation for graduate school or law school, or a career in governmental administration, teaching, regional and urban planning, research, and the diplomatic service, among others.

A.B. with Major in Political Science

The major in Political Science requires a minimum of 33 semester hours in courses analyzing the structures and processes of contemporary political communities and the international system. The required courses are those comprising the principal subfields of the discipline: PS 117 and 118, 205, 302, 304, 310, and 498. The remaining 12 hours may be chosen from any combination of departmental offerings. Majors are encouraged to acquire a background in the other social sciences by complementing the above courses with electives chosen from Economics, Psychology, Sociology, and History.

Area of Concentration

Elementary Education majors wishing to select Political Science as an area of concentration are required to take the following courses for a total of 24 hours of credit: PS 117 and 118, 205, 302, 304, 305 and two electives.

Social Science Comprehensive Program in Political Science

Prospective secondary education teachers wishing certification in Social Science with a Political Science major are required to take the following courses for a total of 24 hours: PS 117 and 118, 205, 302, 304, 305 or 310, 498 and an elective. Certification with a minor requires PS 117 and 118, 205, and an elective for a total of 12 hours.

COURSES OF INSTRUCTION

PS 105 INTRODUCTION TO GOVERNMENT 3-0-3

A study of the functions of government and of differing types of government. Emphasis will be upon the relationship existing between the individual, both singly and in groups, and his government. Special emphasis will be given to participation in a democratic government as well as current problems facing the government of the United States.

PS 117 AMERICAN POLITICAL INSTITUTIONS 3-0-3

A sudy of the political institutions of the United States and their evolution to the present day. Emphasis is placed on the political philosophy of the Founding Fathers, and on the role of the executive, legislative and judicial branches of government on the national level. Contemporary problems are discussed within the context of the political process.

PS 118 AMERICAN POLITICAL INSTITUTIONS II 3-0-3 Prereq. PS 117

A continuation of PS 117. The role of the citizen will be studied in terms of his involvement in public opinion formulation and in the electoral process as well as his participation in interest group and political party activity. In addition, the political institutions of state, local and metropolitan government will be discussed.

PS 205 INTERNATIONAL RELATIONS 3-0-3

A survey of the political, economic, legal, military, and psychological factors influencing the relations among states, including consideration of national interest, foreign policy, diplomacy, alliances, principles of the balance of power, and collective security arrangements. Emphasis is placed upon contemporary foreign policies of the powers.

PS 302 POLITICAL THEORY 3-0-3

An analysis of the development of significant political ideas from the Greek city-state to the present.

PS 304 COMPARATIVE GOVERNMENTS 3-0-3

A structural-functional comparison of the political systems of selected foreign nations, emphasizing party systems, political cultures, and executive-legislature relations in the context of historical development.

PS 305 POLITICAL PARTIES AND INTEREST GROUPS 3-0-3 Prereq. PS 118

A detailed study of political parties and interest groups. Attention is placed on basic definitions and on popular stereotypes, identification of factors composing the practical functioning framework, organization and operation, and major problems in contemporary American party politics.

PS 308 INTERNATIONAL ORGANIZATION 3-0-3 Prereq. PS 205

An examination of global and regional international organizations with consideration of the historical development of international cooperation and conflict within institutional frameworks. Processes such as functionalism, conflict resolution, and integration are treated with reference to contemporary world problems.

PS 310 PUBLIC ADMINISTRATION 3-0-3

A survey of the administrative processes in the American governmental system in the context of the political process including a review of organization, personnel administration, decision-making, and communications. Emphasis will also be placed on the relationship of administrative bureaus with the public and with the executive, legislative, and judicial branches of government.

PS 317 AFRICAN POLITICS 3-0-3 Offered in alternate years

Consideration of the political forces and personalities of African states in the late colonial and the independence periods, focusing on the clashes between traditionalist and modernizing elements within major social groupings

PS 322 LATIN AMERICAN POLITICS 3-0-3

A consideration of the political institutions, processes, and issues in contemporary Latin America, including study of the role of the military, the Church, political parties, labor movements, and bureaucracies in promoting or hindering political change Developmental models and country studies will be used to explore problems such as mass politics, land reform, and revolution.

PS 371-380 SPECIAL PROBLEMS 3-0-3
Readings and discussions in topical areas and problems of political science, with subjects chosen in accord with student demand.

PS 404 POLITICS OF DEVELOPING NATIONS 3-0-3 Offered in alternate years

General theories of political development will be analyzed and applied in terms of specific case studies of contemporary nation-building. The political dimensions of change in developing nations will be related to social and economic aspects of change with discussion of the problems of progress from traditional through transitional to modern societies.

PS 405 CONSTITUTIONAL LAW 3-0-3

A study of the evolution and development of the American Constitution. Leading decisions of the Supreme Court are studied and evaluated with emphasis on current decisions and cases. Potential interpretations and changes are discussed in the light of historic as well as recent developments.

PS 481-490 INDEPENDENT STUDY Variable Credit

Designed to offer independent study to advanced students making use of tecnhiques of political science in specific problem areas not included in the department's regular offerings.

PS 497 CAPITAL SEMESTER INTERNSHIP 3 credits

Applied field experience as a junior assistant in the daily operations of state government agencies in Harrisburg.

PS 498 JUNIOR SEMINAR 3-0-3

A study of various techniques of empirical political research and the development of modern methods of analysis and data presentation in the field of political science, with reference to contributions from other social sciences. A major research project on methodology is required.

PS 499 CAPITAL SEMESTER SEMINAR 3 credits

Discussions of state and local government and private agencies' approaches to state and urban problems in Pennsylvania, led by public officials, political figures, and interest group spokesmen. Offered in conjunction with PS 497.

DEPARTMENT OF PSYCHOLOGY

Associate Professors: Yancey *(Chairman)* (On leave 1971-72), Ellsworth
Assistant Professors: Dennis *(Acting Chairman),* Jenkins, Baker, Cheung

Although psychology includes a diversity of problems and attracts people with widely different interests, psychologists are unified in a common concern with describing, predicting, and understanding human and animal behavior. Because of this common concern, psychology has many relationships with other disciplines. The history of psychology is deeply rooted in philosophy and in the natural sciences. Psychology as a science has its origins in the biological and social sciences. In the application and utilization of knowledge, psychology is involved with other fields such as education, engineering, medicine, law, religion, psychiatry, business and social work.

A.B. with Major in Psychology

The following courses of study in the Psychology Department will provide the student with the opportunity to acquire the skills and knowledge usually associated with an undergraduate major in Psychology: 105, 213-214, 313, 314, 321, 401; one of the following courses: 413, 414, or 416; two departmental electives for a minimum of 33 semester hours. In addition to selecting Bio 103-104 as his science requirement, all majors are strongly urged to consult closely with their advisors in the selection of general education requirements and electives.

Area of Concentration

Elementary Education majors selecting Psychology as their area of academic concentration should include in their 24 hour program as many of the courses required of psychology majors as possible. Psychology courses specifically required of Elementary Education majors taking their academic concentration in this department are: 105 and 213-214.

SOCIAL SCIENCE COMPREHENSIVE MAJORS:

Social Science Comprehensive majors electing Psychology as their major area should include in their 24 hour program as many of the courses required of psychology majors as possible. Psychology courses specifically required are: 105 and 213-214. Social Science comprehensive majors selecting Psychology as their minor are required to take 105 plus 9 credit hours in electives.

COURSES OF INSTRUCTION

Psy 105 GENERAL PSYCHOLOGY 3-0-3

An introduction to the study of behavior—objectively, systematically, experimentally, and quantitatively; consideration of such topics as motivation, learning, emotions, personality, sensory and perceptual processes. This course is a prerequisite to all advanced courses in psychology.

Psy 205 EDUCATIONAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

The application of the principles of psychology to the problems of learning and teaching, including a study of classroom situations.

Psy 211 INDUSTRIAL PSYCHOLOGY 2-2-3 Prereq. Psy 105

An introduction to the application of the methodology and data of psychology to the problems of people at work. This includes the prediction and control of human behavior in the context of personnel selection, training, performance evaluation, motivation, and human factors research. Attention is given to the interaction between academic psychology and contemporary industrial psychology. The course includes a laboratory experience.

Psy 213 MODES OF PSYCHOLOGICAL INQUIRY: STATISTICS I 2-4-4 Prerequisite: Psy 105

Psy 214 MODES OF PSCHOLOGICAL INQUIRY: EXPERIMENTAL PSYCHOLOGY I 2-4-4 Prereq. Psy 213

The objectives of this course are to introduce the student to various modes of psychological inquiry and analysis in order to provide him with a basic foundation for a critical formulation, evaluation, and communication of problems of psychological interest. The following areas will be considered: experimental design and control, elements of data reduction and statistical inference, the nature of operationalism, techniques of measurement, interpretation of data, phenomenological and observational techniques, and other methods. Laboratory experience dealing with a variety of topics and approaches is an integral part of the course.

Psy 225 DEVELOPMENT PSYCHOLOGY 2-2-3 Prereq. Psy 105

A course designed to provide a background in the basic principles of ontogenetic development. Although the entire life cycle from conception to death is covered, special emphasis is given to the changes in behavior that take place during the early growth of the individual.

Psy 232 SOCIAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

This course introduces the student to the application of psychological principles in the understanding of social phenomena. Typical topics of emphasis are: social structure, the socialization of the child, interpersonal processes, and group processes.

Psy 313 STATISTICS II 2-2-3 Prereq. Psy 214

This course is a continuation of Statistics I. Emphasis is given to analysis of variance, varieties of correlation, errors of measurement, and selected nonparametric procedures. Students are provided with a laboratory experience in statistical analysis. Electronic calculators and computer facilities are provided.

Psy 314 EXPERIMENTAL PSYCHOLOGY II: LEARNING 2-4-4 Prereq. Psy 214

A course designed to introduce the student to major theories, methods, and empirical findings in the area of both human and animal learning. In the laboratory, students plan and conduct several studies involving a variety of important methods and problems.

Psy 321 PERSONALITY: THEORY AND RESEARCH 3-0-3 Prereq. Psy 105

Systematic approaches to the analysis of personality will be critically surveyed with respect to their source materials, empirical research substantiating them, and contributions to the understanding of personality development.

Psy 322 ABNORMAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

Consideration of neurosis, psychosis, personality, and organic disorders—their origin, treatment, social significance, and preventive measures. Attention is given to the levels and adequacy of adjustment for both normal and deviant individuals.

Psy 333 TESTS AND MEASUREMENTS 2-2-3 Prereq. Psy 214

An introduction to standardization and validation procedures, estimation of reliability, emphasis on rationale, evaluation, and interpretation of standardized group tests of mental ability, achievement, and vocational interest. The construction and analysis of tests for classroom use. To be offered alternate years.

Psy 371-380 SPECIAL PROBLEMS IN PSYCHOLOGY Variable credit Prereq. P.O.I.

Directed study in topics not otherwise covered in the curriculum. Offered when student interest and faculty availability justify.

Psy 401 HISTORY AND SYSTEMS OF PSYCHOLOGY 3-0-3 Prereq. Psy 214

A review of a number of the main historical systems in psychology. Discussion of how various positions in contemporary psychology have evolved and to what extent these positions can be reconciled. To be offered alternate years.

Psy 413 EXPERIMENTAL PSYCHOLOGY III: PERCEPTION 2-2-3 Prereq. Psy 214

This course is designed to provide the student with a basic grounding in the data, problems and theories of sensory and perceptual functioning: Students may be asked to conduct several laboratory studies.

Psy 414 EXPERIMENTAL PSYCHOLOGY IV: COGNITION 2-2-3 Prereq. Psy 214

An examination of selected investigations into memory, attention, information processing, and other areas of cognitive functioning. Students may be asked to conduct several laboratory studies. This course is to be offered alternate years with Psy 416.

Psy 416 EXPERIMENTAL PSYCHOLOGY V: MOTIVATION 2-2-3 Prereq. Psy 214

A consideration of various topics within the field of motivation. Psychological as well as physiological data will be considered. Students may be asked to conduct several laboratory studies. This course is to be offered alternate years with Psy 414.

Psy 471-480 RESEARCH PRACTICUM Variable Credit Prereq. Psy 214 P.O.I.
Research in psychology under the close supervision of a faculty member. Subjects for research are chosen in an area of interest to both persons and are usually an outgrowth of a problem encountered in an earlier course or are related to the faculty member's personal research. A written report and a seminar presentation may be required.

Psy 481-490 INDEPENDENT STUDY IN PSYCHOLOGY Variable credit P.O.I.

This course offers the mature student the opportunity to independently pursue educational experiences not otherwise available in the curriculum.

DEPARTMENT OF RELIGION AND PHILOSOPHY

Professors: Snowden *(Chairman),* Sutphin, C. Zeigler
Associate Professors: Clemens, Puffenberger, Ritterspach

The Religion and Philosophy Department functions as one department within a liberal arts curriculum, the goal of which is to develop the whole person. The fundamental task of the department is to provide the student with sufficient opportunity and curricular resources to focus deliberately and critically upon the basic philosophies, value systems, faith expressions and religious experiences of man. A particular interest of the department members is helping the student gain an understanding of and an appreciation for the Judaeo-Christian tradition, its history, literature, theology, ethics, institutions, and personalities. It is believed that from a disciplined investigation of man's religious and philosophical experiences, the student will gain insight and direction for his own life, as well as prepare himself for leadership in the world of tomorrow.

A.B. with Major in Religion and Philosophy

A major in the Department of Religion and Philosophy shall complete 33 hours of course work in the department beyond the six hours required in the General Studies. The major must take at least six hours in each of the Divisions of the Religion and Philosophy Department. Any major in the Department of Religion and Philosophy who seeks a double major may petition the Department to have six hours of the above requirement waived. The student must complete at least thirty hours of upper division courses (numbers 300 and 400) within his total program for the A.B. degree.

Area of Concentration for Eelementary Education Majors

An elementary education major who selects Religion and Philosophy as his area of concentration shall complete the following requirements in the department: (1) he may elect any four of the options listed in the Religion division under the General Studies requirements, plus two upper division courses. (2) The additional six hours needed to meet the twenty-four may be selected by the student.

COURSES OF INSTRUCTION

Rel 105 CONTEMPORARY ETHICAL ISSUES 3-0-3

An examination of current social issues in the light and perspective of contemporary ethical discussion. Consideration will be given to the general community of ethical discourse as well as spokesmen for the various religious communities.

Rel 115 WORLD RELIGIONS 3-0-3

A study of the religious experience and its external forms as they are to be seen in the major religious traditions. Emphasis will be placed upon religion as a facet of man's inner self and as a possible avenue for increased self-understanding.

Rel 125 CONTEMPORARY THEOLOGICAL ISSUES 3-0-3

A constantly changing survey of relevant problems and issues in contemporary theology.

Rel 205 INTRODUCTION TO THE HISTORY, LITERATURE, AND FAITH OF ISRAEL 3-0-3

A study of the history of Israel as a basis for understanding the literature of the Old Testament and Biblical ways of faith. The course also introduces the student to the various tools of Biblical criticism.

Rel 215 INTRODUCTION TO THE HISTORY, LITERATURE, AND FAITH OF CHRISTIANITY 3-0-3

A comprehensive survey of New Testament history, an orientation to the literature of the New Testament and an appreciation of the conditions which gave rise to Christianity.

Rel 231 PROPHETIC LITERATURE IN THE OLD TESTAMENT 3-0-3 Prereq. Rel 200

The course examines the origin and forms of prophecy as a distinct mode of expression in Biblical literature. One of the major prophets (Isaiah of Jerusalem, Second Isaiah, Jeremiah, or Ezekiel) will be selected each semester for detailed examination.

Rel 233 WISDOM LITERATURE IN THE OLD TESTAMENT 3-0-3 Prereq. Rel 200

A study of Israel's most "universal" literature and its treatment of such issues as death, the meaning of life, and the justice of God. The course will examine Job, Ecclesiastes, and Proverbs, as well as the Wisdom of Solomon in the Apocrypha. Special attention will be given to parallels between these books and other Ancient Near Eastern wisdom literature.

Rel 301-302 NEW TESTAMENT GREEK 3-0-3

A study of the fundamentals of koine Greek grammar to enable the student to read the New Testament in its original language. Advanced Greek offered upon request under Independent Study. (Offered on alternate years—1972-73, 1974-75)

Rel 312 NEW TESTAMENT THEOLOGY 3-0-3

The nature and meaning of the early Christian proclamation as seen in the thought patterns and theological insights of the major contributors to the New Testament.

Rel 314 A HISTORY OF THE ANABAPTIST AND PIETISTIC MOVEMENTS 3-0-3

The basic purpose of the course is to study the historical and theological backgrounds in Church history as they relate to the Church of the Brethren.

Rel 317 HISTORY OF CHRISTIAN THOUGHT 3-0-3 Prereq. Rel 125

A survey of representative thinkers in the history of the Christian Church and an examination of the central doctrines of the Christian faith.

Rel 321 CONTEMPORARY THEOLOGY 3-0-3 Prereq. Rel 125

This course is designed to give the student a greater depth exposure to some aspect of theological thinking or study of a particular theologian or group of theologians.

Rel 355 ADVANCED STUDIES IN ETHICAL ISSUES 3-0-3 Prereq. Rel 105

This course will be a concentrated study of a particular aspect of contemporary life, with primary attention given to the style by which an ethical issue is identified and pursued.

Rel 371-380 SEMINAR IN RELIGION 3-0-3 Prereq. 12 semester hours in Religion and Philosophy

An intensive study of a selected aspect of the Christian faith. The course will be rotated among the department staff each semester.

Rel 471-780 SPECIAL PROBLEMS Prereq. P.O.I.

PHILOSOPHY

Ph 105 CONTEMPORARY PHILOSOPHICAL ISSUES 3-0-3

An introduction to contemporary issues in philosophy.

Ph 207 ANCIENT AND MEDIEVAL PHILOSOPHY 3-0-3

Readings in primary sources from the Pre-Socratics to Thomas Aquinas.

Ph 302 LOGIC 3-0-3

An introduction to the theory and practice of logic.

Ph 304 CONTEMPORARY PHILOSOPHY 3-0-3

Readings in primary sources of the 19th and 20th centuries.

Ph 309 MODERN PHILOSOPHY 3-0-3

Readings in primary sources from Descartes to Kant.

Ph 352 PHILOSOPHICAL ETHICS 3-0-3

Readings in contemporary ethical analysis. Offered on demand.

Ph 357 AESTHETICS 3-0-3 Prereq. P.O.I.

An inquiry into the nature of the various art forms and their place in experience. Attention is given to the problems attending the description, interpretation, and evaluation of aesthetic objects.

Ph 368 PHILOSOPHY OF RELIGION 3-0-3

A study of man's rational efforts to establish the validity of the religious perspective with emphasis on theism.

Ph 371-380 SEMINAR IN PHILOSOPHY 3-0-3 Prereq. P.O.I.

A specialized study within the field of philosophy.

Ph 481-490 INDEPENDENT STUDY Variable Credit Prereq. P.O.I.

DEPARTMENT OF SOCIOLOGY

Associate Professors: Lehr, Eisenbise *(Chairman)*
Assistant Professor: Long
Instructor: Hess

Sociology is the study of man's relation to man; an attempt to account for the origin, growth, structure, and activities of human society. It is, furthermore, a study of human beings as members of a variety of societal groups. It employs the methods of modern science in examining and classifying the phenomena arising out of human associations, and in discovering the tendencies, uniformities, and laws operating in society.

The Department of Sociology at Elizabethtown College seeks to develop within the individual an awareness and understanding of man in society. This objective can be realized best through helping the student to improve his capacity for logical inquiry, to sharpen his powers of observation, and to cultivate his ability to synthesize the unique contributions of sociology with those of other disciplines and the experience of every-day life.

A.B. with Major in Sociology

A major in sociology consists of a minimum of 13 courses in the department. The major student should choose two of the following courses: Soc 105, 115. Sociology 321, 404, and 498-499 are required of all majors. Additional courses may be elected from any of the offerings in the department. A course in statistics is required as is the passing of the competency test in English Composition and in Speech or the completion of a course in each area.

Area of Concentration in Sociology

Elementary education majors with a concentration in sociology must take a minimum of eight courses in the department. One course from the following is required: Sociology 105 or 115. Sociology 204 is also required. Six other courses may be selected from any of the other offerings of the department.

Area of Concentration in Social Work

To be certified in the Social Work Program, a student is required to complete a minimum of twenty-one credit hours of social work courses beyond the number of hours currently required for the sociology major. An integral part of the social work program is an educationally directed field experience.

COURSES OF INSTRUCTION

Sociology

Soc 105 SOCIAL DYNAMICS 3-0-3

Basic concepts and theories relating to the study of the social life of man with emphasis on fundamental sociological methods and approaches.

Soc 115 THE INDIVIDUAL AND SOCIETY 3-0-3

The study of the social relationships between the individual, society, and the body of custom. The social implications of the physical nature of man; the sociology of childhood and the socialization processes; personality structure in a social context; the social implications of deviant behavior, are considered.

Soc 204 SOCIOLOGY OF EDUCATION 3-0-3 Prereq. Soc 105 or 115

The study of educational institutions as social systems; role relationships; community contexts; relevant values and ideals; stratification, mobility, and recruitment; varied educational organizations; personality contacts and adjustments; and comparative educational systems from the sociological point of view.

Soc 205 SOCIAL PROBLEMS 3-0-3 Prereq. Soc 105 or 115

Consideration of the major issues of modern society, such as crime, mental disorders, civil rights, and racial, ethnic, and international tensions; an attempt to reveal the nature of the problems and to acquaint the student with what society is doing and can do about them.

Soc 212 POPULATION 3-0-3 Prereq. Soc 105 or 115

A study of population, its size, growth, trends, composition; the relation of population units in their various aspects to economic, social, political, and other major forces, trends and institutions.

Soc 221 SOCIAL ORGANIZATION 3-0-3 Prereq. Soc 105 or 115

Theories of social organization; group structure and process as frames of reference; differentiating factors affecting the structure of society; classification of basic social forms are studied.

Soc 301 THE COMMUNITY 3-0-3 Prereq. Soc 105 or 115

A study of the structure and function of the community together with an analysis of existing individual and group relationships. and an examination of specific types of communities (e.g., rural-urban) illustrating these factors.

Soc 302 SOCIAL DEVIANCY 3-0-3 Prereq. Soc 105 or 115

Sociological approaches to the study of deviance, with an emphasis on current sociological theory and research.

Soc 304 SOCIOLOGY OF RELIGION 3-0-3 Prereq. Soc 105 or 115

An analysis of the role and function of religion and religious institutions in society, a study of religion as a social and cultural system.

Soc 305 MARRIAGE AND THE FAMILY 3-0-3 Prereq. Soc 105 or 115

A brief comparative view of different family patterns; a functional approach to questions related to both premarital and postmarital aspects of married and family life in our American culture.

Soc 312 RACIAL AND ETHNIC RELATIONS 3-0-3 Prereq. Soc 105 or 115

A brief account of the varieties of man along with an introductory examination of the concept of culture; a consideration of racial and cultural contacts and an analysis of intergroup relations in different parts of the world.

Soc 321 METHODS OF SOCIAL RESEARCH 2-2-3 Prereq. Soc 105 or 115 and Ma 151

An introduction to the techniques of sociological research with special emphasis upon sampling, interviewing, participant observation, experimentation, and prediction. A discussion of sociometry is also included.

Soc 371-380 SEMINARS IN SOCIOLOGY 3-0-3 Prereq. P.O.I.

Readings and discussion of topical areas in sociology. Topic of the seminar will be chosen in accord with the needs and interests of the participants. Research paper ordinarily required.

Soc 404 SOCIOLOGICAL THEORY 3-0-3

Analysis of the social theories from early times to the present day with special emphasis on the relation of social thought to contemporary culture.

Soc 471 INTERNSHIP 1-6-3

Field experience and/or research.

Soc 481-490 INDEPENDENT STUDY IN SOCIOLOGY Variable credit.

Soc 498-499 SENIOR SEMINAR IN SOCIOLOGY Prereq. P.O.I.

Significant reading, critical discussion, and written analysis of selected topical areas. Preparation and defense of senior essay. Departmental comprehensive examination.

Social Work

SW 205 SOCIAL PROBLEMS 3-0-3 Prereq. Soc 105 or 115

Consideration of major issues of modern society, such as crime, mental disorders, civil rights, and racial, ethnic, and international tensions; an attempt to reveal the nature of the problems and to acquaint the student with what society is doing and can do about them.

SW 305 SOCIAL WORK FIELD OBSERVATION 1-8-3

The student will spend two four-hour periods per week in a social service agency and attend one group meeting per week.

SW 321 SOCIAL WELFARE AS A SOCIAL INSTITUTION 3-0-3

Includes the history and philosophy of social welfare as a social institution, the relationship between social welfare and other social systems and the role of the professional within the total system.

SW 470 THE METHODS OF SOCIAL WORK 3-0-3

An introduction to problem solving as used in working with groups and communities, and learning to establish and use relationships with social service agencies and to locate, use and when necessary, help create the resources required to meet the needs of the community.

SW 471 PROFESSIONAL INTERNSHIP IN SOCIAL WORK 16 semester hours

The student will be involved in full time observation and participation in selected social service agencies. This semester will involve the student as a social worker under the guidance of the agency supervisor and a clinical professor.

ANTHROPOLOGY

The courses in anthropology offered by this department are designed to permit students of the College to acquire a fund of basic information about the principles of anthropology and an acquaintance with the diversity of world cultures.

An 201 PHYSICAL ANTHROPOLOGY 3-0-3

An introductory course in the study of man, his place in nature, his biological development, racial differentation, and archeological history prior to the dawn of European and Oriental history.

An 202 CULTURAL ANTHROPOLOGY 3-0-3

An intensive introduction to cultural anthoropology covering the nature of culture, methods and theories, and discussing characteristic features of the language, family life, rituals, and values of the world's peoples.

An 211 WORLD CULTURES 3-0-3

A survey of some of the peoples and cultures of the world from early times to the present, with emphasis on physical, cultural, linguistic, and demographic factors.

An 307 PEOPLES AND CULTURES OF AFRICA 3-0-3

Ethnographic and cultural analysis of the folk background and contemporary customs of the peoples of Subsaharan Africa with special attention to the problems arising out of culture contact with modern Western civilizations.

INTERDISCIPLINARY MAJORS AND AREAS OF CONCENTRATION

An interdisciplinary program is a program which has significant elements in two or more departments. Many departments require supporting courses from other departments because of the need for prerequisite educational experience. In interdisciplinary programs, however, the various disciplines involved have agreed upon and contribute toward a program which has a unified objective.

CUTURAL AREA STUDIES CONCENTRATIONS

Elizabethtown College supports two cultural area studies programs as an interdisciplinary effort to make available to students the opportunity to study the African and Latin American civilizations from the complementary perspectives of several academic disciplines. These programs are regional focuses intended to encourage interested individual students of any major to organize their core and elective courses around a central integrating theme encompassing the humanities and the social sciences. Junior year abroad experiences are offered at the University of Ghana and the University of the Americas in Mexico, with additional university arrangements now being planned for other countries.

Besides giving the student an insight into a culture different from his own and into the problems of the two-thirds of mankind living in the developing nations, completion of one of these programs will prepare him for graduate work in African or Latin American studies or benefit him for a career in government, private enterprise, or service fields dealing with those regions. Latin American studies also provides a base for careers in social work or education involving contact with Latin Americans in the United States.

The programs in area studies consist of a minimum of eighteen credit hours of courses relating to Africa or Latin America plus the completion of the intermediate year of French (African studies) or Spanish (Latin American Studies). The following courses compose each program, in addition to the intermediate level language requirement:

African Studies

French language courses in composition and conversation
History of Africa
Seminar in Problems of African History (Special topics seminar)
African Politics
Peoples and Cultures of Africa
Politics of Developing Nations
Seminar in Economics of Development (special topics seminar)

Latin American Studies

Spanish language courses in composition and conversation
Spanish American Literature
History of Latin America
Politics of Developing Nations
Latin American Politics
Seminar in Economics of Development (special topics seminar)
Seminar in Sociology of Latin America (special topics seminar)

FORESTRY MAJOR

Elizabethtown College offers a cooperative five-year inter-disciplinary program with Duke University, which leads to a B.S. degree from Elizabethtown and an M.F. or an M.S. in Forestry from Duke. Students will complete their basic pre-forestry program by completing the General Education Core for the B.S. degree, and forty-two semester hours in a combination of Biology, Business, and Political Science. The student will select an eighteen or nineteen semester hour concentration in one of these three departments and will enroll in twelve semester hours in the other two departments. The student electing the nineteen hour concentration in Biology should select Chemistry to fulfill General Education Science requirements, while students electing eighteen hours in Business or Political Science should select Biology to fulfill the General Education Science Requirement.

A sample program might appear as follows:

	Option I	*Option II*	*Option III*
General Education, including Mathematics through Calculus 121			
Biology	19	12	12
Business	12	18	12
Political Science	12	12	18

Students interested in this program should counsel with the Dean of the Faculty or the Chairman of the one of the three departments in which he intends to take the major semester hour concentration.

Biology

Bio 103	Introduction to Biology	12 hours	19 hours
Bio 203	Plant Morphology		
Bio 307	Ecology		
Bio 311	Genetics		
Bio 309	Plant Physiology		

Business

Ac 103	Managerial Accounting	12 hours
Ec 101	Principles of Economics (Macro)	
BA 214	Principles of Marketing	
BA 365	Principles of Management	
AC 104	Financial Accounting	A student may elect two courses from among those listed, in addition to the basic 12 hours, to complete the 18-hour concentration.
Ec 102	Principles of Economics (Micro)	
BA 331-332	Business Law	
CS 201	Introduction of Data Processing	

Political Science

PS 202	State and Local Government	12 hours	18 hours
PS 204	American National Government		
PS 306	Political Parties & Pressure Groups		
PS 309	Public Administration		
PS 490	Senior Seminar		
PS 495	Special Problems in Political Science		

MEDICAL TECHNOLOGY MAJOR

(See Chemistry for detailed program)

Students preparing for this vocation need to complete a minimum of 100 semester hours in college and pursue a 12 month period of study in an approved hospital. For those students who desire a broader liberal arts background, the student has the option of spending a fourth year on campus and earning the B.S. prior to entering the clinical year.

A student who completes the three year curriculum (100 semester hours) successfully, completes a twelve-month period of study in an American Society of Clinical Pathologists and Elizabethtown College approved hospital will be granted a B.S. degree upon the recommendation of the Pathologist or teaching supervisor of the approved hospital. Elizabethtown College is affiliated with Harrisburg Hospital, York Hospital, Lancaster General Hospital, and St. Joseph's (Lancaster) Hospital.

A student may choose to complete a fourth year (optional) on campus prior to entering the clinical year. An additional 28 semester hours are required and the B.S. degree will be granted upon successful completion of the four year college program.

The curriculum preparing students for medical technology in cooperation with accredited hospitals has been approved by the Board of Registry of Medical Technologists, American Society of Clinical Pathologists. The following courses are required in the Medical Technology program. Biology 103, 104, 205, 253, Chemistry 101, 102, 201, 202, 301, 322, Physics 112, Math equivalent to 101. The optional fourth year must include Ch 312, Biology elective, Ma 151, and electives to make a total of 128 semester hours for the four years.

SOCIAL SCIENCE COMPREHENSIVE MAJOR

This program is designed specifically for social studies teacher education and leads to a Bachelor of Science degree. The rationale for this program is that it allows a student to complete a major area in any one social science and also develop a complementary background in three other areas of social sciences. The intention of this structure is to supply a prospective teacher in the social sciences with as complete a background as is possible to teach in the public school system while still developing a major. Following are the areas in which one may specialize within the comprehensive program: history, political science, sociology, economics, and psychology. Each of these departments establishes the selection of courses necessary to complete requirements for the major area.

I. Structure of the Social Sciences Comprehensive major.
  A. 24 hour major*
  B. 12 hour minor
  C. 12 hour minor
  E. 6 hours geography
    *If history is not the major area of concentration (24 hours), then it must be one of the 12 hour minor areas.

II. Structure of education
  A. Education 205, 4 hours
  B. Education 305, 6 hours
  C. Education 471-472, 12 hours

III. Fulfillment of General Studies Requirements.

Ed 498-499 SENIOR SEMINAR Variable Credit

Senior seminar designed to give students an opportunity to pursue work in an area of major interest. Possible topics to be covered in the work of the course could include Community agencies and Education, Evaluation of the Learning Process, Children's Literature, Early Childhood Education, Art Education, Trends and Developments in Education, Creative Expression, Simulation in Education.

PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

Business

The Department of Business offers programs in Business Administration and Accounting. See the description under Business Department for information.

Engineering

In cooperation with the Pennsylvania State University, Elizabethtown College offers a curriculum leading to an engineering degree. See the description under Physics Department.

Forestry

Elizabethtown College offers a cooperative five-year program with Duke University which leads to a B.S. or B.A. degree from Elizabethtown and an M.S. or M.F. in Forestry from Duke University. See interdisciplinary majors.

The Healing Arts

Pre-Dental, Pre-Medical, Pre-Osteopathy, Pre-Pharmacy, Pre-Physical Therapy

Most individuals wishing to enter one of these healing arts will find it desirable to major in biology, chemistry, or psychology. Students not majoring in one of the sciences should plan a strong background of electives in science as a very important part of the pre-professional program. The program should be structured in consultation with the major department.

Pre-Nursing

The College offers two years of study which will enable the student to transfer directly into a Baccalaureate nursing program. Students successfully completing this prescribed course at Elizabethtown will be accepted for admission to the Crozer College of Nursing at Chester, Pennsylvania, which is accredited by the Middle States Association of Colleges and Secondary Schools, or other institutions with similar programs. Persons interested in this program should consult with Dr. Rollin Pepper of the Department of Biology.

Medical Technology (See Chemistry and Interdisciplinary Majors)

Pre-legal

On March 15, 1928, the Supreme Court of Pennsylvania approved the recommendation of the State Board of Law Examiners to place Elizabethtown College upon the list of colleges, degrees from which are accepted for registration in lieu of preliminary examinations.

The College recommends that the student who plans to enter the legal profession should follow a course leading to one of several majors. Among these might be Business and Economics, History, Political Science, or Philosophy. This will make possible the election of courses in many areas.

Persons wishing to enter law school should became familiar with the admissions requirements of the schools in which study is projected and plan a course of undergraduate study accordingly.

Pre-Ministerial

Those who are preparing for the ministry should investigate the entrance requirements of the seminary in which they plan to secure their professional training. Majors in many different areas will prepare a student for admission to most theological schools. Such are the demands on the present-day clergyman that there are few subjects in the curriculum that would not contribute to his efficiency, and he should seek as broad a background as possible. Students interested in the professional ministry may wish to discuss that concern with the College Minister. Once the decision is made, the student should seek the aid of the departmental guidance adviser in the chosen major department.

Social Work (See Department of Sociology)

OFF CAMPUS STUDY

Cooperative Program of Undergraduate Study in Germany and France

The six colleges associated with the Church of the Brethren are cooperating in a junior year of study in Germany and in France. Students may study at Phillips-Universitat, Marburg/Lahn, West Germany and at the University of Strasbourg, Strasbourg, France. A wide selection of courses is offered in the social sciences and the humanities. Students are given intensive language instruction prior to the opening of the university semesters.

To qualify for this program, students must have completed the equivalent of the second year of either German or French in college, and have an overall academic record of B or within that range. Other qualifications include seriousness of purpose, good character, demonstrated potential for social adjustment, and a basic understanding of the United States and the host country. A faculty advisor from one of the cooperating colleges is in residence in Europe during the year.

The program accommodates about twenty students at Marburg and about the same number at Strasbourg. Elizabethtown College has a quota of about three or four for each university. The interested student should confer with the Dean of Faculty and work closely with his major adviser.

Study opportunities may also be arranged in other language areas. Students interested in an experience in inter-cultural living will find these to be exciting opportunities.

Application and information may be obtained from the faculty adviser, Dr. Robert Porter, or the Dean of the Faculty.

University of Ghana

Elizabethtown College has a program of study abroad at the University of Ghana. This program involves students in a university located in the African urban area of Accra. The English language is used at the University. Information may be obtained from the faculty adviser, Dr. Wayne Selcher.

Internship

Elizabethtown College has intern programs in education, accounting, political science, and social problems. These programs involve the student directly in teaching in the public schools, business, state government in Harrisburg, and various social agencies. The learning experiences are structured, supervised, and evaluated by the College.

Merrill-Palmer Institute

The Merrill-Palmer Institute of Human Development located in Detroit, Michigan, has approved Elizabethtown College as a cooperating institution in its undergraduate program in the behavioral sciences.

The Merrill-Palmer Institute, founded in 1920, is a non-degree granting institution of higher education. Its program includes teaching, research, and community services. The coeducational body is composed of both graduates and under-graduates from colleges and universities throughout the United States and abroad.

In addition to pursuing advanced theory courses, the Merrill-Palmer undergraduate aids in conducting research and has the opportunity to meet and work with some of the outstanding individuals in the field of behavioral sciences.

To be eligible, the student must be entering either the second semester of his junior year or the first semester of his senior year.

At the Institute, he will register for 15-17 semester hours, which will be accepted for credit when he returns to Elizabethtown the following semester.

Although the program is intended primarily for students in the behavioral sciences, other students having an interest will be considered. Further information may be obtained from the Chairman, Department of Psychology.

Continuing Education

Elizabethtown College seriously considers educational service to the community as one of its primary roles in meeting the vast and varied needs of today's citizen. In accomplishing this role, Elizabethtown College has accepted the following goals for its Continuing Education Program:

1. To provide night courses in the Evening Session Program leading to undergraduate degrees for adults who are unable to undertake regular full-time study at the College. Degree programs are offered in the fields of Business Administration and Sociology-Social Welfare. The degree programs offered in the Evening Session include provision for credits earned by examination through the College Level Examination Program.
2. To provide opportunities for adults to pursue post-baccalaureate studies for personal growth and professional improvements. These opportunities allow adults to enhance their intellectual growth, aesthetic enjoyment, creative activity, and to increase their understanding of changing personal relationships thus making them wiser consumers, more effective workers, better family members and more responsible citizens.
3. To provide opportunities for individuals to continue professional education and development beyond and apart from academic degrees by providing continuing educational services to business, the church, labor government and the professions, through various non-credit seminars, conferences and institutes. Such formalized programs as the Supervisor's Seminar, the Executive Game Seminar for middle and top management, and In-Plant Training Programs are offered by the Industrial Relations Institute of Elizabethtown College.

ACADEMIC INFORMATION

The College admits as regular students those who desire a Bachelor of Arts or Bachelor of Science degree program. A limited number of special students may also be enrolled.

The Student's Program

Each student must accept a major part of the responsibility to be familiar with the catalog materials and in consultation with his academic adviser he should carefully prepare his program.

The entering freshman is admitted into the College. The work of the first two years is selected to a large extent to ensure a foundation in general studies and enable the student to select a major wisely.

In most curricula a wide range of electives is offered in the junior and senior years. The student will take the prescribed courses outlined for each consecutive year. The College is not responsible to arrange the scheduling of courses out of sequence. To change from one curriculum to another, the student must consult the counseling service.

Academic Information

Since the completion of 128 semester hours of work is required for a degree, a student's program must include an average of 16 semester hours for each of eight semesters to graduate in four years. Many students, however, wisely elect to take a lighter academic load in order to do better work. In these cases most students choose to attend a summer session or a part of a fifth year. A student with average grades may carry up to 18 semester hours of work in any given semester except summer session, when the maximum is 14 semester hours.

A student who has achieved a cumulative quality point-credit ratio of 3.00 or above may carry up to 20 semester hours credit in a semester or 16 semester hours credit in a summer session. For each semester hour above the maximum for which a student is enrolled in a given semester, an additional fee is charged and the Dean of the Faculty must approve.

Any student taking ten hours or more of credit per semester at Elizabethtown College is considered a full-time student and will pay full tuition and fees. Any student taking nine hours or less per semester will pay the regular semester hour rate, plus essential fees. He will receive a library card entitling him to full use of the library facilities. In a summer session a full-time student is one carrying a minimum of eight semester hours. Tuition and fees are paid according to the schedule in the summer session brochure.

The student's class standing is determined on the basis of the number of credits he has earned. After earning 30 credits, he is considered a sophomore; with 60 credits he is a junior; with 90 credits he is a senior.

Registration

Students are required to register for classes on those days designated on the college calendar. Students registering later than the days specified will be charged a late registration fee of ten dollars. A student may register as either a "regular" or "special" student and as full-time or part-time in either category. Only a regular student is a degree candidate and must be in an approved program. A special student is not a degree candidate.

Change of registration

Change of registration, when necessary, must be approved by the student's academic adviser. Courses may be added within the first two weeks of a semester and may be dropped without academic penalty during the first six weeks. Withdrawal from a class must be approved by the academic adviser and completed through the Registrar's Office.

Credits, Grades, and Quality Points

Credit is indicated in terms of the semester hour. Each semester hour unit signifies work completed in one 50-minute recitation or two or more 50-minute lab periods per week for a semester of 16 to 18 weeks or in an equivalent learning experience.

Grades are reported for work as follows: A, excellent; B, good; C, satisfactory; D, poor; F, failing; W, withdrawal, with the grades earned at the time of withdrawal from class (All class withdrawals must be approved by the adviser. Withdrawal without approval effects automatically a grade of F); I, work incomplete. All grades of I, must be removed by April 1 for those received in the Fall semester; by August 1 for those received in the Spring semester, and by October 1 for those received in Summer Session. Failure to do so results in a grade of F being recorded.

Quality points are given for credits as follows: for a grade of A, 4 per semester hour; B, 3 per semester hour; C, 2 per semester hour; D, 1 per semester hour; F, no quality points.

1. A student is allowed to take one course per semester on a pass/no pass option, and a maximum of eight courses may be taken on this basis to be applied toward a degree. (Courses which are graded H-P-NP for all enrolled students do not count in the eight maximum.) A grade of H (Honors), P (Pass), or NP (No Pass) will be recorded. These credits count toward graduation but the grades are not calculated into the student's cumulative average.

Courses being repeated must be repeated on the grading basis chosen the first time the course was elected.

2. Credits earned at another institution while under the jurisdiction of Elizabethtown College, and as part of a program approved by Elizabethtown College, are considered on-campus credits. The credits, grades, and quality points are calculated into the student's average.

3. The student's rank in class at graduation is based on the credits, grades and quality points earned at Elizabethtown College.

4. Ordinarily a student may not repeat a course in which he has earned a grade of D. However, on the request of the student's adviser, and the approval of the department chairman, and the Dean of the Faculty, a student may repeat a course in his major department, or a course required by the major.

Academic Difficulty

The Academic success of a student is measured in grades and quality points. Although a grade of D is passing, a grade of C is considered the lowest satisfactory grade. When a student falls below a cumulative quality point credit ratio of 2.00, which represents an average of C, he is in *academic difficulty*.

It is recommended that a student who is in academic difficulty reduce his academic load to a maximum of 15 semester hours in any semester (six hours per summer term, twelve hours per summer session) in which the condition exists. The academic adviser should be consulted by the student.

Academic Probation

Academic probation means that a student is in danger of being dismissed from the College for academic reasons.

If, after the student has completed between 1 and 18 semester hours in college, he has a cumulative quality point ratio below 1.50, or after completing 19 to 36 semester hours, below 1.80, or after completing 37 to 54 semester hours below 1.90, or after 55 to 72 semester hours below 1.95, or after completing 73 or more hours below 2.00, he is placed on *academic probation.* Academic probation is not retroactive to include the semester when probationary status was obtained.

It is recommended that a student who is on academic probation limit his maximum load to 13 semester hours in any semester in which the probation exists. (Summer maximum should be 6 hours per summer term, 12 per summer session.) The academic adviser should be consulted by the student.

In order to participate in extra-curricular activities or to represent the College in activities off the campus, a student must be academically eligible at the beginning of the extra-curricular activity. A student will not lose eligibility for academic reasons, even though his cumulative quality point ratio might drop at the conclusion of a grading period, until the activity is completed.

Academic Dismissal

During the first two years of college, a student may be dismissed for academic reasons after two successive semesters of academic probation. During the last two years of college a student may be dismissed for academic reasons after one semester on academic probation.

A student on academic probation may be requested to withdraw from the college any time the Administration (upon recommendation from the Academic Standards Committee) so decides after consideration of his overall situation.

A student who is either in academic difficulty or who is on academic probation may be requested by the Academic Standards Committee, in consultation with the student and advisors, to enroll in a special or particular program and/or to become involved in testing, counselling, or other developmental activities. Satisfactory performance by the student in such assignments may be interpreted by the Academic Standards Committee as "satisfactory progress" and may make it unnecessary for the Committee to discharge a student even though the above number of semesters on probation has accumulated.

Graduation requirements

To be graduated from Elizabethtown College, the student must obtain 128 semester hours credit, or in the case of engineering, medical technology, and other special programs the number indicated in the course outline, and all of the specific courses indicated, together with the requirements for his major field. No more than ten semester hours credit in workshop courses is applicable towards a degree; a workshop in any area will be counted no more than twice.

Requirements will be governed by the catalog dated four years prior to a student's graduation, or by the catalog in effect at the time of graduation, if the student so chooses.

Transfer students are subject to the requirements of the catalog in effect at the time they begin studies at Elizabethtown College. Students coming from two-year institutions may, if they desire, be governed by the catalog dated four years prior to graduation if they can present positive evidence that they planned to transfer to Elizabethtown College when they matriculated at the two-year college.

In order for the student to meet graduation requirements, he must earn a minimum of thirty semester hours credit in classes on the Elizabethtown College campus. These thirty credits must be from the last sixty credits, with a minimum of 15 of these credits in the major department, as outlined.

Elizabethtown College will graduate only those students who have met the moral and financial obligations incurred while they have been in pursuit of their college courses. The completion of the required number of semester hours does not in itself constitute eligibility for graduation.

Degrees will not be granted in absentia without special permission by the Dean of the Faculty.

It is the responsibility of the candidate for a degree in February, May, or August to make formal application for the degree in writing by November 1, February 15, and March 15 respectively to the Dean of the Faculty.

In order to be eligible for graduation, students must have a credit quality point ratio of at least 2.00. Students transferring from other colleges must have a ratio of at least 2.00 in courses pursued in residence at Elizabethtown College.

Dean's List and Graduation with Honors

A student having earned an average grade of B+, a quality point-credit ratio of 3.50 or above, is regarded by the College as having performed with distinction.

Students earning a 3.50 or better quality point ratio in any given semester are placed on the Dean's List of Honor Students.

At the time of his graduation, a student who has achieved a cumulative quality point-credit ratio of 3.50 will be graduated cum laude with a ratio of 3.75 his honor will be magna cum laude; with a ratio of 3.90, he will receive summa cum laude.

A transfer student will receive honors if he has earned a minimum 60 semester hours credit at Elizabethtown College, if he is recommended for honors by the major department, and if his average meets the requirements above.

Class Attendance

At the beginning of each course, the professor indicates his absence policies to the students in his classes. Excessive absence and tardiness are handled by the professor. A student may be dismissed from a course for excessive absences by the professor. The Academic Standards Committee may hear an appeal from the student with power to reinstate him in class.

The College attitude toward class absence is that the academically superior student should be allowed some flexibility in class attendance, and the academically inferior student should be under more rigid class attendance demands. It is the responsibility of each student to attend classes regularly and punctually. Absences caused by ill health and other personal problems should be cared for directly with the professor. Absences due to College sponsored activities are communicated by the educator in charge directly to the appropriate faculty and staff. Difficulties necessitating appeal are dealt with by the Dean of the Faculty.

Absences immediately preceding and immediately following cataloged vacations will be counted double.

A student who is absent when an examination is given must secure permission from the Registrar in order to take the examination. For a make-up examination which he is permitted to take, he will be charged $2.00 per semester hour except in the case of final examinations for which he will be charged $3.00 per semester hour.

Auditing Courses

A full-time student may elect to audit any course. No fee will be charged if the audit is part of his full-time load. A fee will be charged if the audited course is in addition to the normal semester load.

The requirements for the audit will be determined by the instructor in consultation with the student:

No student is allowed to change a course to an audit after the initial drop period. The enrollment of an audit may not preempt a regularly enrolled student where class enrollment is limited. All such courses will be entered on the student's transcript as an audit.

Scholar's Privilege

Any student who appeared on the Dean's Honor List during the preceding semester, may, with the permission of the instructor, attend any class in the College as a scholar's privilege.

Departmental Student Privilege

Any junior or senior student may, with the permission of the instructor, attend any class within his major department.

Credit by Examination

Any student regularly admitted to the college may request to be examined for credit over any course in the catalog. The student must present an authorization form from the Registrar's Office (stamped by the Business Office) to the faculty member before the examination.

The faculty member may assist the student by giving a syllabus of the course and other recommendations. The examination will be comprehensive in nature and may take any form that the faculty member chooses. A fee is charged.

The result of the test should be reported immediately to the Registrar's Office.

Independent Study

The College considers "independent study" to be an alternative to classroom instruction in some instances, not only at the level of advanced work, but also in the context of introductory courses. Several types of independent study are possible. The advanced student who wants to do special study on a selected topic in his major field must define the topic sufficiently in consultation with a professor and then secure the permission of his Department Chairman and Dean of the Faculty. Some students may desire to do an inter-disciplinary study, in which case the additional permission of a professor in the second department is necessary.

The basic involvement by a faculty member sponsoring an independent study should be in the planning and evaluation stages. Advice will be given to the student as necessary to make the project a success, but the learning should be of an independent nature.

SEVERANCE FROM COLLEGE

Non-Voluntary Severance

The College reserves the right to sever the relationship of a student with the College for both academic and social reasons, or a combination of the two, after the procedures of the College in such matters have been completed.

Voluntary Withdrawal

Withdrawal from College is initiated through the Counseling Center. For purposes of billing and responsibility for class attendance, the date of notification of the Counseling Center is the student's official date of withdrawal. Withdrawal without notification calls for no refund in tuition. Failure to comply with this policy may result in loss of the privilege of readmission to the College, and forfeiture of the right to a clear transcript of credits and honorable dismissal.

Voluntary Leave of Absence

Leaves of absence are initiated through the Counseling Center. A leave of absence is open to a student who: (1) has definite plans to return to Elizabethtown College on a specific date, (2) has approved plans related to educational goals such as study abroad or independent study in an off-campus setting, (3) has campus citizenship that would allow continuation in college as a regular student. The primary purpose of such leaves is to enhance the learning experience of the student involved. Application must be made no later than the pre-registration period in the semester prior to the one in which the leave will begin. Such leaves may be of one or two semesters duration.

In such cases as: (1) illness verified by a physician or (2) being called into military service, a leave may be requested. Normally, such a leave will not extend beyond the semester interrupted by the illness or service plus one additional semester or summer session. A definite date of return to the College is necessary at the time the leave is granted.

Leaves carry with them the guarantee of a place in the student body for the semester agreed upon at the time the leave was granted and at no other time. The student must reaffirm his intention to return by preregistering at the appropriate time in the last semester of his leave.

PRIZES

Outstanding achievement in a number of areas of study is recognized each year by awarding of prizes by individuals, organizations, and corporations. These prizes include the following: Royer Bible Prize, Weaver Biology Prize, Butterbaugh Chemistry Prize, J. W. Kettering Accounting Prize, Raffensperger journalism Prize, Dr. John R. Gregg Memorial Award, Pennsylvania Institute of Certified Public Accounting Award, and the Wall Street Journal Award.

Campus Life

The purposes and program at Elizabethtown College are broad in scope and involve many aspects of the student's life. Experiences in the classroom, the residence hall, the gym, the Student Center, etc., are all viewed as integral aspects of the student's education. It is expected that in all these areas the student will develop such characteristics as a sense of social responsibility, a concern for the welfare of others, and a deep sense of personal integrity. This institution is as concerned for the cultivation of character and wisdom as it is with the mastery of facts.

Several aspects of campus life designed to foster the goal of such a liberally educated person are described below. Further information will be found in the Student Handbook or may be obtained from the office of the dean of student affairs.

CAMPUS GOVERNMENT

In the Fall of 1970 a new organization for the governance of Elizabethtown College went into effect. As before, the Board of Trustees is the final authority in all matters. Their representative on campus is the President. To advise the President and make major decisions in all areas is a new body called the Community Congress. This body is made up of the faculty, a number of students equal to about one-third the number of faculty members, and the administrators of the College.

The student members of Community Congress compose the Student Senate. These students are elected on a representative basis from residence units, academic departments and the freshman class. Students are members of all councils which carry on the work of the Community Congress.

CAMPUS CLUBS

Professional Groups

Society for the Advancementof Management (business)
Student Pennsylvania State Education Association (education)
Alpha Psi Omega (drama)
Music Educators National Conference (music)
Political Science Club (political science)
Biology Club (biology)
Phi Beta Chi (science)
Student Affiliates of American Chemical Society (chemistry)
Sociology Club (sociology)
Psychology Club (psychology)
Eta Phi Sigma (forensics)
Eta Gamma Kappa (church vocations)
History Club (history)
Society of Physics Students

Honorary Groups

Abraxas (men's honor society)
Sigma Lambda Sigma (women's honor society)
Freshmen Women's Honor Society (freshman)
Supreme Fiction Society (English)
Delta Sigma Rho-Tau Kappa Alpha (speech)
Sigma Pi Sigma (Physics)

Political Groups

Young Republicans
Young Democrats

Service Groups

Sock & Buskin (drama)
Circle K Club (College Men's group sponsored by Kiwanis Club)
Naguers (synchronized women's swim club)
Varsity E (athletic lettermen club)
Scuba Club (underwater aquatic club)

Religious Organizations

Religious Life Council (coordinating council)
Brethren Student Christian Movement
Lutheran Student Association

Canterbury Club
Newman Club
Inter-Varsity Fellowship
Christian Science Organization

The College encourages its students to attend each week the church of their choice and to become active student members of a church. The Religious Life Council serves as a coordinating group giving guidance and support to ecumenical enterprises and interests. The College Minister is available to counsel and work with students and to help them plan their various programs. Religiously-oriented retreats are planned during the year, and students are encouraged to participate in these weekend events.

RECREATION AND ATHLETICS

The College provides a wide variety of leisure-time activities without cost to the student. Students are encouraged to use the swimming pool, bowling alleys, gymnasium, tennis courts, playing fields, recreation rooms, and other facilities. Use of these facilities is provided for in the comprehensive fee for all students presenting a College identification card.

An intramural sports program runs throughout the year. It is coordinated by the Athletic Department and by an advisory student intramural committee. The intramural program offers many students opportunity to participate in the sports programs without devoting large blocks of time and energy for training.

The intercollegiate sports program attracts many skilled athletics. The program includes the following sports:

Women—Field Hockey
Swimming
Basketball
Tennis
Cheerleading

Men—Soccer
Cross Country
Basketball
Wrestling
Swimming
Tennis
Baseball
Golf

STUDENT HEALTH SERVICES

The College provides a student health clinics for the needs of the students. Practicing physicians in the Borough of Elizabethtown serve the College on an "on-call" basis. Students may elect their own physician if they choose.

The College provides for all students a health and accident insurance policy for which they will be charged.

New, full-time students (freshmen and transfers) are required to take a chest x-ray during the fall semester. A mobile x-ray unit will visit the campus each Fall, and an x-ray may be obtained at that time. Students, who are required to have x-rays, will not be allowed to enroll for the spring semester, unless they can show positive proof of an x-ray within the previous six months from a responsible medical source.

The College intends only to provide clinic services. Students who become seriously ill or who have prolonged illness cannot be adequately cared for on campus for more than one or two days. If possible parents or guardians will be consulted in providing the necessary care for the student in such cases.

RESIDENCE LIVING

The College provides many services and conveniences in the residences, and establishes programs which give opportunity for all to enter into a wholesome group experience where the common goals of scholarship exist. Although Resident Counselors, and Residence Governments contribute much to this group living environment, it is hoped that each student will accept much responsibility for his own actions so that living can be a rewarding experience for all who live in the residence community.

Room preference is given to returning students in April. However, some rooms in the residences are reserved for new students. Mutual requests for roommates are honored whenever possible. Assignments are made without regard to race, color, creed, or national origin.

If a student who is assigned to a college residence decides to withdraw from the college or wishes to change his resident status after *July 1,* he is liable for one-half of the first semester room charge. If such a change should occur after three weeks prior to Fall registration, then the resident must forfeit the entire semester's rent for the reserved room. Therefore, the student is obligated to notify, *immediately,* the Director of Student Housing if there is any change of plans after the room assignment has been confirmed.

Students assigned to cooperative houses or College-approved off-campus houses have the same privileges, rights, and responsibilities as students living in residence halls.

Incoming students for the second semester will be assigned to rooms during the three weeks prior to second semester registration. Therefore, requests for second semester room changes within a residence cannot be accepted after that date.

Room changes during the semester may be made only with the final approval of the Director of Student Housing. The college believes that students should learn to work out their differences through compromise and logic rather than avoiding their problems. Should the student feel strongly that a room change is essential he should consult his Resident Counselor or Head Resident.

The residences are closed during all official vacation periods, and rooms may be used for conference guests during these periods by the College. Closing and reopening hours for vacation periods will be specified and publicized by the office of the Director of Student Housing.

All resident students take their meals in the College Dining Room regardless of the room assignment, except for students living in cooperative housing.

STUDENT CONDUCT

Elizabethtown College expects its students to use mature, discreet judgments at all times, so as not to bring discredit to themselves or the College. The College community does assume responsibility in helping students to set and maintain satisfactory standards of behavior in areas vital to their future. For this reason, the College involves representative students through the Student Senate in helping to determine many of its value systems. The College does not intend to set up a code of behavior for every situation, but it does look to its faculty and students to maintain high expectations and to render sound judgements concerning student life.

Guided by these great expectations, the College community determines standards of conduct that are essential to the collegiate community. Many of these conditions are set forth in the Student Handbook, and other College publications. Students and faculty members are invited to participate in determining standards of student conduct through the decisions of the Campus Life Council and the Community Congress. The College does reserve the right at anytime and at its own discretion to detremine when a student has transgressed its standards and to terminate the relationship if deemed necessary.

Automobiles

Freshman resident students are not permitted automobiles on campus or in the Borough of Elizabethtown during their freshman year. Automobile Regulations for all students are published annually and distributed at registration time. All automobiles used by students and staff must be registered and properly identified by a College decal.

Identification Cards

All students, including part-time students, who attend Elizabethtown College are required to obtain a Student I.D. Card to be presented upon request by any College official. I.D. Cards are used for dining room, the library, cultural and athletic events, the Student Center and many other facilities and events sponsored by the College. Their card must be surrendered to the College upon withdrawal or dismissal.

Student Rights and Responsibilities

The College respects the right of students to air their grievances as long as it is conducted in a peaceful, responsible manner and as long as it does not disrupt the educational program of the College. Students are encouraged to use the normal channels of communication such as Student Senate and Community Congress or go directly to faculty and administrative personnel and express their concerns. It is hoped that grievances may be expressed, defined and solutions found through the normal channels of communication. In this cooperative manner the College community works together to solve its problems and to avoid serious confrontations based on lack of understanding and mutual respect.

Student and The Laws

The College recognizes and supports the civil laws controlling the conduct of students on and off the campus. Students who become involved with civil authorities may ask College personnel for counsel and advice; however, the College does not assume any legal responsibility to serve *in loco parentis*. College students who violate a civil law may be violating a College regulation. The College reserves the right to enforce its own regulations apart from civil actions; therefore, students in such situations are under double jurisdiction (not double jeopardy).

Use of Drugs

Elizabethtown College recognizes that the misuse of marijuana and other drugs is a serious violation of the law, and the College will not protect students from prosecution by the law. Students involved in purchasing, possessing or consuming of drugs illegally, on or off campus, while under jurisdiction of the College are in serious violation of College regulations. A further exploration of this position will be found in the Student Handbook.

Use of Alcoholic Beverages

The College recognizes and supports the civil laws controlling the use of alcoholic beverages within the state. In addition, students are asked to abide by the College regulation which states "it is contrary to the policy of the College for students to purchase, possess (store), and/or consume alcoholic beverages on or off campus while under College jurisdiction." College jurisdiction includes any social, athletic or educational activities on and off campus sponsored by or related to the College.

Students violating College policy will be brought before the proper disciplinary agencies as explained in the Student Handbook.

A student who is 21 years or older should use his own discretion as to his conduct when not under jurisdiction of the College. However, the College deplores the abuse of alcoholic beverages by students not under College jurisdiction and considers intoxication, disorderly conduct or bad manners arising from misuse to be particularly serious offences. This policy is important because of the role that the adult student has in his relationship with students under 21 years of age. See the Student Handbook for further information on this matter.

COUNSELING SERVICES

During the college experience a student may have some personal problems. Available for assistance are staff members who are sensitive to the needs of students. Students are encouraged to seek counseling. It is helpful for the student to become acquainted early and establish rapport with the Student Personnel Staff. Hopefully, any problems that concern the student will be shared in a counseling relationship.

Counseling is the process in which trained College staff are available for the primary purpose of assisting the student, so that together answers are sought for the student as he seeks to:

1. understand himself and his opportunities;
2. make appropriate adjustments and decisions in light of his understandings;
3. accept the responsibility for his choice; and
4. follow a course of action in harmony with this choice.

Students seeking self-direction in personal, vocational, or academic areas are encouraged to schedule conferences with the Dean of Women or the Dean of Men. They may be contacted in their offices (Alpha Hall: 8:30 a.m.-5:00 p.m.) or at home, if needed at other times.

In seeking such help, the student may feel assured that personal matters are viewed as confidential and are not revealed outside the counseling relationship.

The College Minister, College Nurse, and Heads of Residences (in personal matters); the Dean of Faculty and Registrar (on academic matters); Financial Aid Director (for scholarships, loans, jobs); Director of Housing (room assignments and changes); Placement Services (in vocational information and job interviewing); all are also available for counseling and/or supplying needed information.

STUDENT AND PUBLIC ENTERPRISES

Each year, the College community attracts many enterprising groups wishing to capitalize upon the interests of those on campus. In order to protect students and faculty from exploitation the following regulations are in effect:

1. Student organizations wishing to sell articles or to collect money for special events or activities are required to have Senate approval before proceeding with projects on campus.
2. Outside agencies, including salesmen, welfare recipients, collegiate representatives interested in contacting students must have the approval of the Dean of Students before proceeding to contact members of the College community.
3. Students, likewise, are asked to refrain from promoting student-centered enterprises in the Borough of Elizabethtown in behalf of College activities without getting permission from the College before proceeding.

Personal Property Insurance

Since the College has no insurable interest in the personal property of students housed in student rooms, the College cannot carry insurance on such student property. Therefore, a student is responsible for carrying insurance should he desire such personal property to be insured.

ANNUAL EXPENSES 1971-72

The expenses for the year are covered by a comprehensive fee, which for resident students includes tuition, furnished room, board (exclusive of Thanksgiving, Christmas, end of semester, and Easter vacation); use of library, student center, gymnasium, athletic field; admission to all athletic games on the campus; admission to community cultural programs; subscriptions to the *Etownian* and *Conestogan;* and limited use of the infirmary.

For commuting students the comprehensive fee covers the above except furnished room, board, and limited use of the infirmary.

The comprehensive fee is as follows:

	Annual	*Term*
Resident Students:		
Coordinate Residence	$3005.00	$1502.00
Schlosser Residence	2995.00	1497.50
Brinser, Myer, Ober, and Royer Residences	2945.00	1472.50
Cooperative Housing	2405.00	1202.50
All other campus resident students	2895.00	1447.50
Off-Campus Residents	2505.00	1252.00
Commuting Students	1990.00	995.00

Individual charges in addition to the comprehensive fee are as follows:

Practice Teaching fee	$100.00
*Private piano, organ, and voice lessons—	
Full-time students	$ 75.00 per semester
Examinations for advanced standing with credit	$ 15.00 per course
Accident and sickness insurance	$ 18.00 per year
Breakage Deposit	
Male Residents	$30.00
All Others	$10.00
Activities Fee for part-time, non-resident students.	$15.00 per semester

The above fees are on the basis of a full-time student taking from 10 to 18 hours per semester. Part-time students and hours in excess of 18 will be charged at rate of $50.00 per semester hour plus attendant course fees and student fees as individually determined. Tutorial courses are charged at the rate of $90.00 per semester hour.

---

* Individual instruction taken as part of a formal degree program is included with the comprehensive fee.

The comprehensive fee is payable prior to registration. Credit allowed for college scholarships, grants-in-aid, self-help assignments, matriculation or pre-registration deposits and the like will be deducted from the invoices.

All fees are subject to change without notice.

Absence and Sickness

A student who is absent from College because of sickness, or for any other reason, and retains his place in class, pays in full during his absence.

Withdrawal

Notice of withdrawal must be given in writing to the Counselling Center. If withdrawal occurs between July 1 and a date two weeks prior to fall registration, the resident student is liable for one-half of a semester's room charge. If the withdrawal occurs within the three weeks prior to the date of registration in *either* semester, the resident student is liable for a full semester's room charge, plus the applicable deposit. If the withdrawal occurs after the beginning of the semester, the student is obligated for a full semester's room charge, actual board used to the date of withdrawal, plus 25% of the unused portion and tuition as follows:

*Period of Attendance**	*Per Cent of Semester's Charge*
One week	25%
Two to Three weeks	50%
Beginning of the Fourth week	100%

The effective date for calculating refunds will be the date of receipt of a written notice of voluntary withdrawal by the Counselling Center. Failure to give any notice of withdrawal will result in unofficial withdrawal. Refunds, transcripts, and recommendations will be withheld by the College until an official withdrawal has been obtained. Refunds for a withdrawal due to serious illness or call by the Selective Service will be pro-rated to the date of withdrawal. No refunds are made when a student is suspended or dismissed from College.

General Expense Information

Two transcripts of credits will be provided free for all students while in regular attendance. A charge of one dollar per copy will be made for all other transcripts of credit. No transcripts of credit are furnished to students whose accounts are not paid in full.

A fee of $15.00 must accompany the application for admission. This fee covers the cost of processing the prospective student's application, is non-refundable, and cannot be applied toward the payment of other charges.

---

* The first day of registration counts as the beginning of College.

A successful applicant should send to the Director of Admissions, Elizabethtown College, a matriculation deposit of $100.00 within 30 days after receiving his letter of acceptance. This deposit reserves space in class and a room for boarding students. It will be credited to the student's account when he matriculates. The fee is not refundable, except that $50.00 will be returned in event of withdrawal prior to February 15.

A pre-registration deposit amounting to $25.00 is required of all matriculated non-resident students and $35.00 of all resident students planning to return to college. The pre-registration deposit for the following year is payable at the time a student pre-registers for the fall semester. It is applicable to the first semester's account and is not refundable.

A graduation fee of $15.50 is charged each candidate for a degree. This includes both his diploma fee and cap, gown, and hood rental.

Checks should be made payable to Elizabethtown College.

STUDENT FINANCIAL AID

The financial aid resources at Elizabethtown College include scholarships, grants, loans, and employment.

Scholarships

The Elizabethtown College Academic Scholarships are competitive, and the awards range from $200 a year to full tuition. The minimum requirements include a combination score of 1,000 in the College Entrance Examination Board Tests, and the applicant must also rank in the upper ten per cent of his high school graduating class.

The scholarship winners must maintain the following cumulative quality point ratios in order to be eligible for renewal of the scholarship: at the end of the freshman year 2.50, at the end of the sophomore year 2.75, and at the end of the junior year 3.00. Transfer students may apply for the Academic Scholarships. They will be evaluated on the basis of their high school record, College Entrance Examination Board Tests, and their record at the prior institution of higher education.

Elizabethtown College students who have a cumulative quality point ratio of at least 3.00 at the end of their sophomore year are eligible to apply for a Dean's Privilege Scholarship. Students may apply through their advisor and department chairman for consideration for the Dean's Privilege Scholarship.

Elizabethtown College sponsors National Merit Scholarships for high school seniors who plan to enroll at the College. The Pennsylvania Power and Light Company provides funds for several scholarships annually which are available to undergraduates as well as the high school seniors who are accepted by Elizabethtown College. Other scholarship programs include the Elizabethtown Kiwanis Golden Anniversary Scholarship, The Elmer L. and Frances E. Esbenshade Scholarship Aid Memorial Fund, and a Nursing Education Scholarship sponsored by the Nursing Education Council of the Bethany Brethren Hospital.

Several scholarships are available for disadvantaged students. These scholarships are competitive. The applicants are evaluated on the basis of their academic record and their financial need as determined by the Parents' Confidential Statement.

Grants

Elizabethtown College Grants are available for high school seniors and transfer students. These competitive one-year grants range in value from $200 to full tuition. A student must rank in the upper twenty-five per cent of his high school or college class. The applicant must have participated in high school, college, or local community activities by demonstrating positive leadership, special talent, or general service to one of these areas. The financial need of the applicant will be considered.

The Elizabethtown College Grant is also available to current undergraduates enrolled at the College. The Grant will be awarded on a competitive basis, and the same basic guidelines apply to the current undergraduates as outlined above for the high school seniors and transfer students with the following exception: a student must have acquired a cumulative quality point ratio of at least 2.0 during the previous year at Elizabethtown College.

The nominations for these Grants can be made by any member of the faculty and administration of the College through the Financial Aid Office in Alpha Hall. Any qualified student may take the initiative in applying for this Grant by securing the recommendation of a member of the faculty or administration and forwarding this recommendation to the Financial Aid Office. The recipients of the Elizabethtown College Grant will be selected by the Committee on Admissions and Academic Awards.

The College awards Educational Opportunity Grants to students under the provisions of the Federal Higher Education Act of 1965. The student must be enrolled or accepted for enrollment on a full-time basis, must be capable of maintaining good academic standing, and have exceptional financial need.

The College awards a limited number of grants to students who have athletic talent.

Loans

The National Defense Loan Program enables a student to borrow a maximum of $1,000 per academic year. An eligible student borrower must be enrolled or accepted for enrollment as at least a half-time student, must demonstrate a definite need for the loan to pursue his course of study, and must be capable of maintaining a good academic standing.

The Federal Higher Education Act of 1965 initiated the development of the state guaranteed loan program. The information on this program is available from the local lending institutions in each state. The Pennsylvania Higher Education Assistance Agency administers the loan program in Pennsylvania.

The Assured Education Plan through Girard Trust Bank enables students to borrow money on a monthly payment basis and spread the payments over many months.

Employment

The College provides a limited number of employment opportunities for students in the dining hall, library, laboratories, academic departments, and other areas. The dollar value of the assignment depends upon the nature of the work. The students who are currently enrolled are given the first opportunity to obtain employment.

The College sponsors a Work-Study Program developed by the Federal Government under the Economic Opportunity Act of 1964 for students who demonstrate financial need.

General Information Regarding Financial Aid

All applications for financial aid must be received before March 1 to insure eligibility for assistance for the following academic year, because no financial aid is assigned automatically. Each applicant must file a Parents' Confidential Statement with College Scholarship Service, so the financial need of each student can be evaluated on a standard basis. The Parents' Confidential Statements are available from the high school counselor or the Financial Aid Office at Elizabethtown College.

Students who are interested in applying for the Elizabethtown College Academic Scholarship *exclusively* do not have to file a Parents' Confidential Statement. The deadline for the receipt of applications for the Elizabethtown College Academic Scholarship is February 1, instead of the March 1 deadline for all other forms of financial assistance.

Each student must maintain the academic and citizenship requirements of the College to maintain his financial aid. Any student who is placed on probation (academic or social) will lose his financial assistance. Students who withdraw from Elizabethtown College will forfeit their financial aid. All forms of financial aid are awarded on an annual basis, and a student must be enrolled on a full-time basis to be eligible for assistance in most financial aid programs. The type and amount of any financial aid awards will be based on the student's financial need, academic record, and the contribution of the student to the College.

Students should contact their high school counselor regarding scholarships which are awarded by local organizations such as the Lions Club, Kiwanis Club, and the PTA. The students should also check with their parents' employer regarding scholarship programs, and they should also investigate other external sources of financial aid such as the state scholarship programs.

All requests for applications and other information regarding financial aid should be directed to the Financial Aid Office, Alpha Hall, Elizabethtown College, Elizabethtown, Pennsylvania 17022.

STUDENT PUBLICATIONS AND COMMUNICATIONS

The Etownian

The campus newspaper, the *Etownian,* is published weekly at the direction of a student staff. The *Etownian* carries news of campus interest and reflections of editorial opinion. It is designed to provide a means for the expression of student views and interests and to serve the College community at large. The editor is elected by the Student Association. College students receive their copies as part of the activities fee.

The Conestogan

The College yearbook is published each spring to record the activities of the campus community. The editor is elected by the Student Association. College students receive a copy as part of the activities fee.

Campus Radio Station

WWEC, the College radio station, broadcasts daily under the management and operation of a student staff. News of general campus interest, special features, and various types of music are carried at 740 on the AM Band.

The Elm

The College literary magazine is published annually. Contributions of art and creative writing by students are solicited for inclusion in the magazine.

Student Handbook

Each year the College prepares a student handbook to provide information pertinent to college life, campus activities, and general rules and regulations. Copies are provided for all students.

STUDENT LIFE INSURANCE PROGRAM

Elizabethtown College has arranged for a special protection program which enables students to obtain a personal life insurance policy at low cost. Information on this program is sent to each freshman prior to his registration.

THE FUND FOR THE ADVANCEMENT OF ETHNIC UNDERSTANDING

The quest to gain greater understanding and rapport among people of differing ethnic characteristics is of central importance to the realization of the highest ideals of the Christian faith.

The attainment of understanding is rooted in a mutual desire among people of different races and/or creeds to communicate, to work together in cooperative ventures, to explore with frankness and candor any false or divisive impressions held by either party.

A college campus, where open-minded and open-hearted inquiry is encouraged, provides a natural setting for the promotion of this kind of understanding. It is to this end that The Fund for the Advancement of Ethnic Understanding has been established at Elizabethtown College by members of the Bucher Family, who invite the participation of all interested persons or groups.

Monies contributed to this program will be used according to the terms of the Fund to underwrite projects designed to enhance understanding among various ethnic groups. Possible projects include seminars, in-service practicums, recruiting of minority group students, faculty/student research, and/or symposiums dealing with ethnic problems.

Further information concerning The Fund for the Advancement of Ethnic Understanding is available from the Director of Development, Elizabethtown College, Elizabethtown, Pennsylvania 17022

THE RUFUS P. BUCHER, JR. HONOR AWARD FOR COURAGE

Established by Arlene Kettering Bucher, '47, in memory of her husband, Rufus P. Bucher, Jr., '46, this honor is presented periodically to an Elizabethtown College student who demonstrates an overt and extraordinary concern for the welfare of others or a moral principle.

Mr. Bucher, who sacrificed himself in an attempt to save the life of a drowning child, personified a high degree of courage coupled with an unstinting interest in those around him.

This honor is designed to recognize those students who display an uncommon regard for the wellbeing of others and whose personal lives reflect the worthy ideals inherent in Christian higher education.

The recipient of the award shall be recognized through a certificate. In addition there will be a cash prize to be given, at the direction of the student, to the department or activity of his choice within the program of the College.

THE JOHN FREDERICK STEINMAN FOUNDATION AWARD FOR TEACHING EXCELLENCE

The John Frederick Steinman Foundation Award for Excellence in Teaching at Elizabethtown College is presented annually in two parts:

A. To the individual faculty member who is judged outstanding with regard to his/her (1) general ability as a teacher, (2) reflection of the stated purposes and objectives of the College, and (3) service to the institution.

B. To the academic department of the College which is judged to be outstanding in teaching performance as a result of the collective efforts of the faculty members involved.

The purpose of these prizes is to encourage and foster superior teaching on the part of the faculty of Elizabethtown College in recognition of the fact that the learning relationship between teacher and student is of central importance in the total program of the institution.

The Campus

Students at Elizabethtown College live and learn on a 110-acre campus distinguished by the quiet, natural beauty of its buildings of modern colonial architecture, its broad dell lined with trees and the shimmering lake adjacent to the terraced athletic fields.

The principal buildings on the campus are:

Academic and Administrative Facilities

Alpha Hall—The oldest building on the campus, Alpha Hall now serves as the administrative center. Personnel related to the offices of the President, the Executive Vice President, the Treasurer, the Dean of Student Affairs and the Director of Public Affairs have offices here, including such personnel as the Director of Admissions, the Registrar, Director of Financial Aid, and the Business Manager. The College's business office and the data processing center also are in the building.

Esbenshade Hall—A modern classroom building, Esbenshade Hall is the teaching center of the campus. Located within the building are laboratories for the study of physics and earth science, psychology and modern languages, in addition to general classrooms, faculty offices, and a large lecture hall.

Gibble Science Hall—Well-equipped laboratories for the departments of biology and chemistry plus several general-purpose classrooms and the Brinser Lecture Hall are located in this building.

Rider Hall—The second oldest building on campus, Rider Hall houses the Department of Music and includes large and small practice rooms, a recital hall, several general classrooms and faculty offices.

Zug Memorial Library—The campus library is centrally located for easy access by students. Recently renovated and enlarged, the library is air-conditioned and carpeted to provide an inviting setting for study and research. It contains approximately 80,000 volumes in addition to more than 800 selected periodicals, a microfilm reader, and record-playing facilities.

Fairview Hall—Originally a residence, this 50-year-old structure has been converted into a Center for the Humanities, providing office space for three departments and the Dean of the Faculty. There also are several seminar rooms here.

Social Science Hall—A Social Science Hall with a Center for Business Studies has been scheduled for completion sometime in 1972.

Campus Residences

David E. and Sadie M. Brinser Residence—Dedicated in 1965, this three-story residence provides modern housing accommodations for 144 men.

Elizabeth Myer Residence—A residence for women, overlooking the campus dell, this building provides complete living accommodations for 132 students. The College Dining Rooms, which can seat up to 600, are located in one wing of the building.

H. K. Ober Residence—A residence for men, this building is one of the largest on campus. It features two wings joined by a pleasant lobby area and lounge and provides rooms for 247 students.

B. Mary Royer Residence—A residence for women, this building provides complete housing facilities for 133 students. It was dedicated in 1962.

R. W. Schlosser Residence—Completed in 1965, this modern residence for women offers complete housing for 206 students. Carpeted and air-conditioned, it is regarded as a model campus residence.

Living-Learning Center—Completed in early 1971, this building houses 328 men and women in four separate wings. The building's design in 16 student living areas makes possible a new approach to education that emphasizes common-learning experiences inherent in small group relationships.

All residence halls on the campus include lounges on each floor for study and recreation, laundry facilities, and attractive lobby areas.

There are also several small residences near the campus used as cooperative housing for students.

Auxiliary Facilities

Alumni Physical Education Center—One of the newer buildings on the campus, the APEC provides complete facilities for the College's program of health and physical education and inter-collegiate athletics. The Troy M. and Elsie S. Thompson Gymnasium includes seating for 3,300 spectators. In addition, there are special training facilities, classrooms, and faculty offices.

Baugher Student Center—The hub of the student activities program, this complex houses an auditorium-gymnasium, the College post office, bookstore, snack bar, bowling alleys, swimming pool, public information office, campus minister, counseling services, student communications center with radio studios and newspaper office, and lounges and conference rooms of various sizes.

Other College buildings include West Hall, which partially is used by Instructional Services as a television recording studio; North, South and Center Halls, which house general purpose classrooms, faculty offices, the art studios and the main Instruction Services offices; an infirmary with separate medical facilities for men and women staffed by registered nurses; and the Business Education Building, which has classrooms and offices for the Department of Business.

The College: Its History and Development

Elizabethtown College was chartered in 1899 by members of the Church of the Brethren who were interested in establishing an institution of higher education for their denomination in eastern Pennsylvania.

As expressed by the founders in the charter, the purpose of the College was "to give such harmonious development to the physical, mental, and moral powers of both sexes as will best fit them for the duties of life and promote their spiritual interests." While expressed in different words, the purpose of the College today still embodies the essence of this educational philosophy.

The Commonwealth of Pennsylvania granted a charter on September 23, 1899. Classes were held for the first time the following year. During its early years, limited enrollment and finances hampered the general development of the institution.

Supported initially by contributions from individual churchmen, the College in time became the responsibility of the Eastern (now the Atlantic Northeast) and Southern Pennsylvania Districts of the Church of the Brethren. The Church Districts officially assumed the responsibility for operating the College in January, 1919.

With the advancing years, the College grew in the size of its enrollment, the extent of its physical facilities, and the quality of its academic program.

Formal accreditation was granted in 1921 by the Pennsylvania Department of Public Instruction and in 1948 by the Middle States Association of Colleges and Secondary Schools.

The rate of growth increased significantly since the end of the Second World War. The student enrollment has more than quadrupled in that time. Ten major building projects have been completed since 1955. The academic program has been expanded and is continually revised to meet changing needs on the part of the students.

Elizabethtown College holds membership in the Association of American Colleges and the American Council on Education and is approved by the American Association of University Women and the New York Board of Regents.

LOCATION

The College is located in Elizabethtown, a residential community in Lancaster County, Pennsylvania, with a population of approximately 7,000.

Elizabethtown is situated in the midst of several of the larger cities in southeastern Pennsylvania, including Harrisburg, Lancaster, Lebanon, York, and Reading. The metropolitan centers of Philadelphia, Baltimore, and Washington, D. C. are within easy reach of the campus.

The surrounding area features a blending of productive agriculture and prosperous industry. Folklore abounds in the immediate area, which is the home of the famed Pennsylvania Dutch.

The College community has complete facilities for shopping, banking, and other personal services.

Access to Elizabethtown is available by the Penn Central Railroad and U. S. Route 230. An interchange of the Pennsylvania Turnpike is available at Highspire, approximately ten miles from Elizabethtown on Route 230 (take Harrisburg-East exit from Turnpike). The Olmsted State Airport is located at Middletown, eight miles from Elizabethtown on Route 230. A Harrisburg-Lancaster expressway now under construction eventually will replace Route 230 as a major artery.

ALUMNI ASSOCIATION

Alumni of Elizabethtown College are encouraged to maintain an active relationship with the College following graduation. The Alumni Association seeks to strengthen the bond between alumni and the College and to advance, in every way, the broad program of the College through a wide range of alumni activities.

To carry on the activities of the Association, local alumni chapters have been organized in various areas. The affairs of the Alumni Association are managed by a board of 16 councilmen and a designated representative from each active chapter. The officers of the Council, who are also officers of the Association at large, include a President, two Vice-Presidents, a Secretary, and an Executive Secretary.

Alumni are active in a variety of College-related programs, including recruitment of students, vocational consultative services for undergraduates, development activities, and general public relations services.

A regularly scheduled publication, *The Review,* is sent to all alumni to keep them informed about the progress and activities of the College, about various alumni functions, and about news of fellow alumni.

The Annual Alumni Appeal offers an opportunity for alumni to contribute to the ongoing program of the College.

ELIZABETHTOWN COLLEGE PARENTS ASSOCIATION

The Elizabethtown College Parents Association is organized to provide a channel for meaningful communication through which parents and the College may exchange views, share concerns, and work in close cooperation to advance the best interests of their common concern: the student.

All parents of students enrolled in pursuit of a degree at Elizabethtown College are considered to be members of the Parents Association and are encouraged to become active participants in its program.

The Parents Council, which includes representatives of the freshman through senior classes, is the chief agency for liaison between the Association and the College. Correspondence relating to the Parents Association should be directed to the Office of Public Affairs at the College.

WOMEN'S AUXILIARY OF ELIZABETHTOWN COLLEGE

The Women's Auxiliary of Elizabethtown College has an active membership of more than 1,000 women who share an interest in the broad program of the College. The Auxiliary participates in several major events on campus during the year, including a Spring Luncheon Meeting, May Day, and Homecoming Day.

Membership is open to alumnae, parents, and others wishing to become affiliated with the College through this organization. Correspondence relating to the Auxiliary should be sent to the President of the Auxiliary, Office of Public Affairs at the College.

BOARD OF TRUSTEES

Officers

A. G. Breidenstine, *Chairman*
Cyrus G. Bucher, *Vice-Chairman*
H. E. Raffensperger, *Secretary*
Galen C. Kilefner, *Assistant Secretary*
Earl H. Kurtz, *Treasurer*

Honorary Trustees

David E. Brinser, Middletown, Pa.
Frank S. Carper, Palmyra, Pa.
Paul M. Grubb, Elizabethtown, Pa.
Joseph W. Kettering, Elizabethtown, Pa.
Bessie H. Kline (Mrs. Josiah W.), Harrisburg, Pa.
Norman K. Musser, Columbia, Pa.
Noah S. Sellers, Lineboro, Md.
John F. Sprenkel, York, Pa.

Term Expires 1971

A. G. Breidenstine (AN), Lancaster, Pa.
Caleb W. Bucher (AN), Lancaster, Pa.
John G. Hershey, Lititz, Pa.
Oscar L. Hostetter (SP), Thomasville, Pa.
I. Wayne Keller, Lancaster, Pa.
Harvey S. Kline (SP), Chambersburg, Pa.
Benjamin G. Musser (AA), Harrisburg, Pa.
Warren K. Myers, Harrisburg, Pa.
H. E. Raffensperger, Elizabethtown, Pa.

Term Expires 1972

Clifford B. Huffman (AN), Lancaster, Pa.
Ethel M. B. Wenger (AA), Rexmont, Pa.
G. Book Roth (SP), Carlisle, Pa.
Jacob H. Ruhl (AN), Manheim, Pa.
E. Mark Weaver (AN), Strasburg, Pa.
Samuel S. Wenger, Lancaster, Pa.

Representation on the Board of Trustees is indicated as follows: (AN) Altantic Northeast District of the Church of the Brethren; (SP) Southern Pennsylvania District of the Church of the Brethren; (AA) Alumni Association. All others are nominees of the Board itself.

Term Expires 1973

CYRUS G. BUCHER (SP), Biglerville, Pa.
ROBERT A. BYERLY (AN), Harrisburg, Pa.
JAY H. ESHLEMAN (AA), Philadelphia, Pa.
NORMAN E. KELLER, Lebanon, Pa.
GALEN C. KILHEFNER (EP), Elizabethtown, Pa.
WAYNE A. NICARRY, Greencastle, Pa.
J. ALDUS RINEHART, Teaneck, N. J.
D. C. STAMBAUGH, Lancaster, Pa.
S. CLYDE WEAVER (EP), Lancaster, Pa.

BOARD OF ASSOCIATES

Term Expires 1971

NORMAN L. BOWERS, Landisville, Pa.
CRAIG J. TURNBULL, Camden, N.J.
ALBERT E. RICHWINE, Harrisburg, Pa.
ALLEN E. TATE, Lancaster, Pa.

Term Expires 1972

MARGARET MILLER CASSEL, Lititz, Pa.
WALTER A. KEENEY, Harrisburg, Pa.
JAMES M. MILLER, Madison, N. J.

Term Expires 1973

GLENN R. BUCHER, Wooster, Ohio
RICHARD A. COLEMAN, Harrisburg, Pa.
JOSEPH L. ESHLEMAN, East Berlin, Pa.
CARLOS R. LEFFLER, Richland, Pa.

ADMINISTRATION

OFFICE OF THE PRESIDENT

Morley J. Mays, Ph.D., D.D.	*President*
Wayne L. Miller, Ph.D.	*Executive Vice-President*
Robert V. Hanle, A.M.	*Assistant to the President*
James M. Berkebile, Ph.D.	*Director of Teachers for West Africa Program*
Doris O. Lewis	*Secretary to the President and Recording Secretary to the Board of Trustees and Associates*

ACADEMIC AFFAIRS

C. Dean Mitchell, Ph.D.	*Dean of the Faculty*
Fred M. Rice, M.Ed.	*Assistant to the Dean of the Faculty*
Anna M. Carper, M.S.	*Director of the Library*
E. Margaret Gabel, M.S.	*Head Cataloguer and Assistant to the Director*
Virginia K. Christopher, M.L.S.	*Readers' Services Librarian*
Madelyn F. Valunas, M.L.S.	*Library Cataloguer*
D. Paul Greene, B.D.	*Director of Admissions*
Robert M. Moore, B.S. in Ed.	*Assistant Director of Admissions*
Donald L. Neiser, B.S.	*Registrar*
James L. Keefer	*Manager of the Data Processing Center*

BUSINESS AND FINANCE

Earl H. Kurtz, M.A.	*Treasurer*
Gerald H. Risser, B.S., C.P.A.	*Business Manager*
W. E. Weaver, Ed.M.	*Manager of Bookstore and Post Office*
Martha A. Farver	*Office Manager and Secretary to the Treasurer*
Walter E. Brown	*Superintendent of Buildings and Grounds*
Arthur L. Cardinal	*Manager of Jay's Nest*
Edward Eltz	*Director of Food Service*

STUDENT AFFAIRS

John H. Taylor, Ph.D.	*Dean of Student Affairs*
Opal E. Nees, A.B.	*Director of Student Activities*
Robert D. Sherfy, B.D.	*College Minister*
William H. Bentz, B.S.	*Director of Financial Aid*
John M. Tulley, Ed.M.	*Director of Athletics*
Gordon McK. Bateman, M.S.	*Director of Housing*

PUBLIC AFFAIRS

James L. M. Yeingst, A.M.	*Director of Public Affairs*
Robert S. Young	*Director of Special Gifts*
D. Kenneth Hollinger	*Director of Church Relations*
James R. Hilton, A.B.	*Director of Alumni Relations and Director of Placement*
Richard C. Lytle, M.A.	*Director of Public Information*

COUNSELING SERVICES

Royal E. Snavely, M.A.	*Director*
Beverly V. Piscitelli, M.S.	*Counsellor*

*FACULTY

MORLEY J. MAYS, *President*
A.B., Juniata College; A.M., University of Pittsburgh; Ph.D., University of Virginia; D.D., Bethany Theological Seminary. (1966)

WAYNE L. MILLER, *Executive Vice-President*
A.B., Manchester College; M.S., Purdue University; B.D., Bethany Theological Seminary; Ph.D., University of Southern California. (1967)

C. DEAN MITCHELL, *Dean of the Faculty and Professor of Chemistry*
B.A. Monmouth College (Illinois), Ph.D., University of Illinois. (1971)

EMERITI

RALPH W. SCHLOSSER, *President Emeritus*
Pd.B., Elizabethtown College; A.B., Ursinus College; A.M., Columbia University; Litt.D., Ursinus College. (1911)

BESSIE D. APGAR, *Professor of Biology, Emerita*
A.B., Muskingum College; M.S., University of Pittsburgh; Ph.D., University of Pennsylvania. (1946)

CHARLES S. APGAR, *Professor of Biology, Emeritus*
B.S., M.S., Ph.D., University of Pittsburgh. (1946)

RICHARD W. BOMBERGER, *Professor of English, Emeritus*
A.B., Franklin and Marshall College; A.M., University of Virginia. (1962)

CLARENCE G. ENTERLINE, *Alumni Secretary and Director of Placement, Emeritus*
B.S., Albright College; M.S., University of Pennsylvania. (1956)

NEVIN W. FISHER, *Professor of Music, Emeritus*
Graduate, Blue Ridge College; Teachers' Certificate, Peabody Conservatory of Music; B.M., Eastman School of Music, University of Rochester; M.Music, Northwestern University. (1951)

VERA R. HACKMAN, *Dean of Women, Emerita*
A.B., Elizabethtown College; A.M., Columbia University; Professional Diploma, Teachers' College, Columbia University. (1944)

IRA R. HERR, *Professor of Physical Education, Emeritus*
A.B., Franklin and Marshall College; University of Pennsylvania; Temple University. (1928)

J. Z. HERR, *Treasurer and Business Manager, Emeritus*
B.E., Elizabethtown College; Columbia University. (1905)

KATHRYN NISLEY HERR, *Assistant Professor of Modern Languages, Emerita*
A.B., Lebanon Valley College. (1943)

GERTRUDE ROYER MEYER, *Professor of Music, Emerita*
Graduate in Music, Western Maryland College. (1920)

MARY B. REBER, *Professor of Art, Emerita*
B.E., Elizabethtown, College. (1928)

NORMAN N. WEISENFLUH, *Professor of Psychology and Education, Emeritus*
M.A., University of Pennsylvania; Ph.D., University of Pittsburgh. (1964)

---

* The faculty listing was compiled May 1, 1971 and reflects promotions in rank approved for 1971-1972.

PROFESSORS

†JAMES M. BERKEBILE, *Professor of Chemistry*
A.B., Manchester College, A.M., Ph.D., The Ohio State University. (1957)

EDGAR T. BITTING, *Professor of Business, Department Chairman*
B.S., Elizabethtown College; M.B.A., University of Pennsylvania; C.P.A. (1952)

*I. L. BOSSLER, *Professor of Mathematics*
B.S., Ursinus College; M.S., Purdue University. (1959)

CARL J. CAMPBELL, *Professor of English*
A.B., Franklin and Marshall College; M.A., University of Pennsylvania. (1962)

JOHN A. CAMPBELL, JR., *Professor of English, Department Chairman*
B.S., M.A., Ph.D., University of Florida. (1968)

ANNA M. CARPER, *Director of the Library*
A.B., Elizabethtown College; M.S., Columbia University. (1960)

J. THOMAS DWYER, *Professor of English*
A.B., M.A., Ph.D., University of Pennsylvania. (1960)

ELIZABETH M. GARBER, *Professor of Political Science (part time) Coordinator of Study Abroad*
A.B., Hood College; M.A., The George Washington University; Docteur de l' Université, University of Paris; LL.D., Hood College. (1966)

DONALD E. KOONTZ, *Professor of Mathematics, Department Chairman*
B.S., Juniata College; M.A., The Pennsylvania State University. (1961)

RICHARD L. MUMFORD, *Professor of History, Department Chairman*
A.B., University of Pennsylvania; M.Ed., Ph.D., University of Delaware. (1965)

ROLLIN E. PEPPER, *Professor of Biology, Department Chairman*
A.B., Earlham College; M.S., Syracuse University; Ph.D., Michigan State University. (1964)

M. EVELYN POE, *Professor of English*
A.B., Houghton College; M.A., Cornell University. (1962)

ZOE G. PROCTOR, *Professor of Chemistry*
B.S., Elizabethtown College; M.S., Bucknell University. (1959)

JOHN P. RANCK, *Professor of Chemistry*
B.S., Elizabethtown College; M.A., Ph.D., Princeton University. (1963)

D. PAUL RICE, *Professor of Education, Department Chairman*
A.B., Elizabethtown College; M.S., Ed.D., Temple University. (1963)

CARL N. SHULL, *Professor of Music, Department Chairman*
B.S., Bridgewater College; M.Music, Northwestern University; Ph.D., The Florida State University. (1961)

ARMON C. SNOWDEN, *Professor of Religion and Philosophy, Department Chairman*
A.B., Elizabethtown College; B.D., Crozer Theological Seminary. (1957)

MARTIN O. L. SPANGLER, *Professor of Chemistry*
B.A., Bridgewater College; M.S., Ph.D., Virginia Polytechnic Institute. (1966)

O. F. STAMBAUGH, *Professor of Chemistry, Department Chairman, Faculty Marshal*
B.S., Lebanon Valley College; M.S., Ph.D., The Pennsylvania State University. (1946)

---

† Non-Instructional
* Absent on leave, 1971-1972

STANLEY T. SUTPHIN, *Professor of Religion and Philosophy*
A.B., LaVerne College; B.D., Bethany Theological Seminary; Th.D., Pacific School of Religion. (1963)

JOSEPH P. ZACCANO, JR., *Professor of History*
A.B., Dickinson College, M.A., Ph.D., University of Pittsburgh. (1962)

CARL W. ZEIGLER, *Professor of Religion and Philosophy*
A.B., Elizabethtown College; B.D., United Theological Seminary; D.D., Elizabethtown College. (1959)

ASSOCIATE PROFESSORS

ERNEST A. BLAISDELL, JR., *Associate Professor of Mathematics*
B.A., M.A., University of Maine. (1968)

EDWARD E. CHRISTOPHER, *Associate Professor of Business*
A.B., Washington University; M.B.A., New York University. (1969)

EUGENE P. CLEMENS, *Associate Professor of Religion and Philosophy*
B.A., Goshen College; M.A., Ph.D., University of Pennsylvania. (1965)

EDWARD L. CRILL, *Associate Professor of Psychology and Education*
A.B., Manchester College; M.Ed., The Johns Hopkins University. (1959)

HUBERT M. CUSTER, *Associate Professor of Physics, Department Chairman*
B.S. in E.E., Carnegie-Mellon University; M.S., Franklin and Marshall College, (1953-61, 1963)

ROBERT D. DOLAN, *Associate Professor of Mathematics and Clinical Professor of Mathematics Education*
B.S., California State College; M.A., West Virginia University. (1964)

RUSSELL E. EISENBISE, *Associate Professor of Sociology*
B.S., McPherson College; M.A., Temple University. (1962)

DELBERT W. ELLSWORTH, *Associate Professor of Psychology*
A.B., University of California; M.A., San Francisco State College. (1970)

MARTHA A. EPPLEY, *Associate Professor of Economics*
B.S., Elizabethtown College; M.B.A., Indiana University. (1964)

HUGH G. EVANS, JR., *Associate Professor of Economics*
B.S., Juniata College; M.A., The Pennsylvania State University. (1968)

E. MARGARET GABEL, *Assistant to the Director of the Library and Head Cataloger*
B.S., Kutztown State College; M.S. (L.S.), Syracuse University. (1966)

SUZANNE SCHMITT GOODLING, *Associate Professor of Modern Languages*
B.A., Gettysburg College; M.A., Middlebury College. (1964)

HARRY J. GRAHAM, *Associate Professor of Education*
B.S., Elizabethtown College; M.Ed., Temple University. (1963)

CHARLES M. GRAUPERA, *Associate Professor of Modern Languages*
B.Litt., Institute of Havana; M.A., University of South Dakota. (1966)

JACK L. HEDRICK, *Associate Professor of Chemistry*
B.S., Elizabethtown College; M.S., University of Pittsburgh. (1963)

*A. F. KISH, *Associate Professor of Business Administration, Director of Industrial Relations Institute*
B.S., Rutgers—The State University; M.S., University of Delaware. (1963)

---

* Absent on leave, 1971-1972

OTIS D. KITCHEN, *Associate Professor of Music*
B.S., Bridgewater College; M.M., Northwestern University. (1965)

JOHN E. KOONTZ, JR., *Associate Professor of Mathematics*
B.S., Juniata College; M.A., Bowling Green State University. (1966)

J. KENNETH KREIDER, *Associate Professor of History*
A.B., Elizabethtown College; M.A., Ph.D., The Pennsylvania State University. (1964)

R. BRUCE LEHR, *Associate Professor of Sociology, Department Chairman*
A.B., Bucknell University; M.A., Mexico City College. (1961)

HENRY M. LIBHART, *Associate Professor of Art, Department Chairman*
A.B., Franklin and Marshall College; Equivalent Master's Degree Certificate, Commonwealth of Pennsylvania. (1959-1964, 1967)

ROBERT K. MORSE, *Associate Professor of Mathematics*
B.S., Franklin and Marshall College; M.A., Temple University. (1968)

H. MARSHALL POMROY, *Assistant Professor of Business*
B.S., Elizabethtown College; M.Adm., The Pennsylvania State University; C.P.A. (1964)

*ROBERT G. PORTER, *Associate Professor of Modern Languages, Department Chairman*
B.A., Pomona College; M.A., University of Washington; Ph.D., Rice University. (1968)

WILLIAM V. PUFFENBERGER, *Associate Professor of Religion and Philosophy*
B.A., Bridgewater College; B.D., Bethany Theological Seminary; Ph.D., Boston University. (1967)

JOBIE E. RILEY, *Associate Professor of English*
B.A., Manchester College; B.D., Bethany Theological Seminary; M.A., Northwestern University. (1961)

AUSTIN D. RITTERSPACH, *Associate Professor of Religion and Philosophy*
B.A., Indiana University; B.D., Union Theological Seminary; Ph.D., Graduate Theological Union. (1967)

*T. C. SEBASTIAN, *Associate Professor of Physics*
B.S., University of Madras; Ph.D., Saint Louis University. (1966)

RONALD L. SHUBERT, *Associate Professor of Mathematics*
B.S., Elizabethtown College; M.A., University of Kansas; D.Ed., The Pennsylvania State University. (1964)

HARRY L. SIMMERS, *Associate Professor of Music*
B.S., Bridgewater College; M.M., American Conservatory of Music. (1966)

OWEN L. WRIGHT, *Associate Professor of Physical Education, Department Chairman*
B.A., Bridgewater College; M.S., University of Illinois. (1961)

*JOHN M. YANCEY, *Associate Professor of Psychology, Department Chairman*
B.A., Bridgewater College; M.A., University of Florida. (1964)

ROBERT E. ZIEGLER, *Associate Professor of Science Education*
B.A., Bridgewater College, M.R.E., Bethany Theological Seminary; M.S., Ph.D., University of Wisconsin. (1966)

---

* Absent on leave, 1971-1972

ASSISTANT PROFESSORS

ANNE-FRANCOISE MICHOT ARBUCKLE, *Assistant Professor of Modern Languages*
Licence-ès-Lettres, University of Lyons; Diplôme d'Etudes Supérieures, University of Lille. (1969)

SALLY JOHNSON BAKER, *Assistant Professor of Psychology*
B.S., M.S., University of Illinois; Ph.D., University of Michigan. (1969)

LOUISE BAUGHER BLACK, *Assistant Professor of English and Clinical Instructor in English Education*
B.S., Elizabethtown College; M.S., Temple University. (1968)

EDITH RAPP BOOHER, *Assistant Professor of Education (part time)*
B.S., M.Ed., The Pennsylvania State University. (1968)

STANLEY K. BOWERS, *Assistant Professor of Education, Coordinator of Instructional Services*
B.S., Millersville State College; M.Ed., Temple University. (1965)

ROBERT C. CHEUNG, *Assistant Professor of Psychology*
B.A., M.A., West Virginia University. (1970)

ULDIS DAIGA, *Assistant Professor of Modern Languages*
B.A., University of North Carolina; M.A., Temple University. (1965)

PAUL M. DENNIS, *Assistant Professor of Psychology, Department Chairman*
B.A., Bowdoin College; M.A., The New School for Social Research. (1968)

WAYNE J. EBERLY, *Assistant Professor of History*
A.B., Manchester College; B.D., Bethany Theological Seminary; M.A., The Pennsylvania State University. (1969)

BOYD FOX, *Assistant Professor of Education*
A.M., M.Ed., Utah State University. (1970)

ROBERT B. GARRETT, *Assistant Professor of Health and Physical Education*
B.S., East Stroudsburg State College; Ed.M., Temple University. (1967)

GEORGE A. GLIPTIS, *Assistant Professor of Business*
B.S., LL.B., University of Virginia. (1970)

JOHN F. HARRISON, *Assistant Professor of Music*
B.M., M.M., The Florida State University. (1967)

ROBERT J. HECKMAN, *Assistant Professor of Biology*
B.S., Elizabethtown College; M.Ed., Millersville State College. (1964)

FREDERIC E. HOFFMAN, *Assistant Professor of Biology*
B.A., M.S., Ph.D., Syracuse University. (1969)

CHARLES H. HOSTETLER, *Assistant Professor of History, Clinical Professor of Social Studies, Coordinator of Secondary Education*
B.S., Millersville State College; M.A., Carnegie-Mellon University. (1968)

WILLIAM W. JENKINS, *Assistant Professor of Psychology*
B.S., M.Ed., D.Ed., The Pennsylvania State University. (1969)

HERBERT L. JOHNSON, *Assistant Professor of Business*
B.B.A., M.B.A., University of Houston. (1971)

MICHAEL J. KENNEY, *Assistant Professor of Biology*
B.S., University of Wisconsin; M.S., University of Minnesota; Ph.D., Purdue University. (1970)

CARROLL HALL KREIDER, *Assistant Professor of Business and Clinical Professor of Business Education*
B.S., Elizabethtown College; M.Ed., The Pennsylvania State University. (1969)

ROBERT E. LAMONTAGNE, *Assistant Professor of Political Science*
A.B., St. Anselm's College; A.M., University of Pennsylvania. (1967)

RONALD L. LAUGHLIN, *Assistant Professor of Biology*
B.A., Wabash College; M.S., The Ohio State University. (1968)

J. HENRY LONG, *Assistant Professor of Sociology*
B.S., Elizabethtown College; B.D., D.D., Bethany Theological Seminary. (1969)

FRANCIS X. MCCARTHY, *Assistant Professor of Education*
B.S., M.Ed., Kutztown State College. (1969)

FRANCIS M. MARCINIAK, *Assistant Professor of Music*
B.S., Mansfield State College; M.M., Northwestern University. (1967-68, 1970)

RICHARD E. MERRITT, *Assistant Professor of Education*
B.S., Elizabethtown College; M.S., Temple University. (1969)

STANLEY R. NEYER, *Assistant Professor of Business*
B.S., Elizabethtown College; C.P.A. (1964)

D. KENNETH OBER, *Assistant Professor of Physical Education*
B.S., M.S., West Chester State College. (1964)

H. HERBERT POOLE, JR., *Assistant Professor of History*
A.B., Franklin and Marshall College; M. A., University of Pennsylvania. (1969)

ROBERT PREMUS, *Assistant Professor of Economics*
B.S., Bob Jones University; M.A., Ohio University. (1970)

THOMAS O. PUTNAM, *Assistant Professor of Business*
A.B., University of Rochester; M.B.A., Tulane University. (1969)

RAYMOND R. REEDER, *Assistant Professor of Chemistry*
B.S., Case Western Reserve University; Ph.D., Brown University. (1969)

WOLFGANG F. RONNEFELDT, *Assistant Professor of Modern Languages*
A.B., Temple University; M.A., Ohio University. (1969)

ERNEST E. ROUSH, *Assistant Professor of Business*
B.S., Elizabethtown College; M.B.A., Ohio University. (1968)

**ELISABETH HALL RUSSELL, *Assistant Professor of English*
B.A., M.A., Oxford University. (1969)

LAWRENCE R. SCHEEWE, *Assistant Professor of Business*
B.S., United States Military Academy; M.B.A., University of Pennsylvania. (1970)

WAYNE A. SELCHER, *Assistant Professor of Political Science, Department Chairman*
A.B., Lebanon Valley College; M.A., Ph.D., University of Florida. (1969)

DONALD E. SMITH, *Assistant Professor of English and Director of Drama*
B.S., M.S., State University College at Geneseo. (1969)

JOHN W. STITES, *Assistant Professor of Music*
B.S., Manchester College; M.M., Wayne State University. (1968)

SCOTT T. SWANK, *Assistant Professor of History*
A.B., Elizabethtown College; M.A., Ph.D., University of Pennsylvania. (1966)

** Absent on leave, Autumn semester, 1971-1972.

GLENN H. THOMPSON, JR., *Assistant Professor of Earth Science*
B.S., Indiana University of Pennsylvania; M.Ed., The Pennsylvania State University. (1969)

EDWARD RICHIE VAN VLIET, *Assistant Professor of French and Linguistics*
B.A., Bowdoin College; M.A., Brown University. (1971)

BELA VASSADY, JR., *Assistant Professor of History and African Studies*
B.S., The Pennsylvania State University; M.A., Temple University. (1971)

ANDREW F. VERES, *Assistant Professor of Education*
B.A., University of Dayton; M.A., The Ohio State University. (1971)

HELEN HEISEY WENGER, *Assistant Professor of English*
B.A., LaVerne College; M.A., University of Pennsylvania. (1966)

*THOMAS R. WINPENNY, *Assistant Professor of History*
B.A., M.A., The Pennsylvania State University. (1968)

HUBERT H. WITTENBERG, *Assistant Professor of Physics*
B.S., Rose Polytechnic Institute; M.S., Franklin and Marshall College.

MICHAEL A. WORMAN, *Assistant Professor of Political Science*
B.A., Grove City College; M.A., The Florida State University. (1970)

INSTRUCTORS

TIMOTHY R. BARNES, *Instructor in Psychology (part-time)*
A.B., Susquehanna University; M.A., Bucknell University; M.Div., Lancaster Theological Seminary. (1969)

*STANLEY K. BEERY, *Instructor in Mathematics*
B.A., Manchester College; M.S., Miami University. (1968)

DORIS KOPP BITTING, *Instructor in Business (part-time) and Clinical Instructor in Business Education*
B.S., Elizabethtown College; M.Ed., Temple University. (1964)

VIRGINIA HUNTER BURKEY, *Instructor in Music (part-time)*
B.Mus.Ed., Westminster College; S.M.M., Union Theological Seminary. (1965)

*PAUL S. BUSCH, *Instructor in Business*
B.B.A., Whitewater State University; M.B.A., University of Wisconsin. (1969)

LINDA HINDMAN CAMPBELL, *Instructor in English (part-time)*
A.B., Elizabethtown College. (1968)

ELIZABETH GIPE CARUTHERS, *Instructor in Music (part-time)*
A.B., University of Michigan. (1969)

VIRGINIA K. CHRISTOPHER, *Readers' Service Librarian*
A.B., Washington University; M.L.S., Pratt Institute. (1969)

JOHN R. EBY, *Instructor in Business (part-time)*
B.S., Lebanon Valley College. (1971)

MARY LOU HEIM EVANS, *Instructor in Modern Languages (part-time)*
B.A., Juniata College; M.A., The Pennsylvania State University. (1968)

LEE E. EVINGER, *Instructor in Earth Science*
B.S., Dickinson College; M.A., Indiana University. (1970)

---

* Absent on leave, 1971-1972

KAREEN COOPER GILBERT, *Instructor in Physical Education (part-time)*
B.S., University of Maine. (1970)

MARY E. GLAZIER, *Instructor in Sociology (part-time)*
B.A., Albertus Magnus College; M.A., University of Pennsylvania (1971)

ROBERT V. HANLE, *Instructor in Education (part-time)*
A.B., Elizabethown College; A.M., University of Pennsylvania. (1964)

NANCY BOWMAN HATZ, *Instructor in Music (part-time)*
B.S., Lebanon Valley College; M.A., Columbia University. (1968)

MARIE A. HESS, *Instructor in Sociology*
A.B., Elizabethtown College. (1971)

ROBERT A. HESS, *Instructor in History (part-time)*
B.A., Elizabethtown College; B.D., Bethany Theological Seminary; M.Ed., Temple University. (1971)

CONSTANCE L. HOLLINGER, *Instructor in Physical Education*
B.S., East Stroudsburg State College. (1970)

YVONNE E. KAUFFMAN, *Instructor in Physical Education*
B.S., Bridgewater College. (1966)

GERALD W. KAUFMAN, *Instructor in Sociology (part-time)*
B.A., Goshen College; M.A., Indiana University. (1968)

RICHARD C. LYTLE, *Instructor in English (part-time)*
A.B., Elizabethtown College; M.A., The Pennsylvania State University. (1969)

JAMES E. MCVOY, JR., *Instructor in Music*
B.Mus., Syracuse University; M.M., Eastman School of Music. (1970)

KENNETH E. PATRICK, *Instructor in Business (part-time)*
B.S., Elizabethtown College; C.P.A. (1970)

DAVID J. PFALZGRAFF, *Instructor in Physics*
B.S., Elizabethtown College; M.S., Drexel University. (1970)

ELWOOD R. RABER, *Instructor in Science Education (part-time)*
B.S., Elizabethtown College; M.A.L.S., Bucknell University. (1965)

GUY J. RAYMOND, *Instructor in Business (part-time)*
Ph.B., M.A., University of Detroit. (1970)

DONALD A. RINEER, *Instructor in Business (part-time)*
B.S., Millersville State College; M.Ed., Shippensburg State College. (1967)

BARBARA SNYDER RUTH, *Instructor in Political Science (part-time)*
A.B., Vassar College; M.S. Columbia University. (1967)

ROBERT C. SHRIVER, *Instructor in Business (part-time)*
A.B., Columbia University. (1971)

JON A. SINGER, *Instructor in Business (part-time)*
B.S., Elizabethtown College; C.P.A. (1970)

JOHN H. SNYDER, *Instructor in Sociology (part-time)*
B.A., West Virginia Wesleyan College. (1966)

KENNETH D. STAUFFER, *Instructor in Mathematics*
B.S., Kutztown State College; M.A., University of Northern Iowa. (1968-69, 1971)

CARL D. STRAUSBAUGH, *Instructor in English (part-time)*
B.S., Millersville State College; M.A., Western Maryland College. (1970)

NORMA FOLEY SWAIN, *Instructor in Music (part-time)*
B.S., Radford College. (1969)

MADELYN F. VALUNAS, *Library Cataloguer*
A.B., Susqquehanna University; M.L.S., Drexel University. (1970)

JOSEPH A. WHITMORE, *Instructor in Physical Education*
B.A., Bridgewater College. (1968)

RUTH COLISTRO WITMAN, *Instructor in Mathematics*
B.A., West Chester State College. (1969)

RICHARD C. WOOD, *Instructor in Art*
B.F.A., Rhode Island School of Design; M.F.A., Temple University. (1969)

PATRICIA MEULI WRIGHT, *Instructor in Physical Education (part-time)*
B.S., LaVerne; M.S., Indiana University. (1969)

ADJUNCT FACULTY

WILLIAM O. UMIKER, M.D.
Director, School of Medical Technology, St. Joseph Hospital, Lancaster, Pa. (1970)

WILLIAM J. YURKIEWICZ, *Associate Professor of Biology (part-time)*
B.S., Bloomsburg State College; M.S., Bucknell University; Ph.D., The Pennsylvania State University. (1971)

PARA-PROFESSIONALS

BEATRICE H. GILLMAN, *Director, Reading Program (part-time)*
B.S., Elizabethtown College. (1969)

NANCY PATRICK HALLMAN, *Graduate Assistant in Psychology*
A.B., Elizabethtown College. (1969)

HENRY K. H. HUANG, *Visiting Lecturer in Biology*
B.A., Nebraska Wesleyan University; M.A., Columbia University. (1969)

ALICE LYONS KNOUSE, *Graduate Assistant in Business*
B.S., Elizabethtown College. (1965)

YVETTE J. LANNIEL, *Laboratory Assistant, Modern Languages (part-time)*
Bacc. Philosophie, D.U.E.L., University of Paris. (1969)

ELIZABETH A. MILLER, *Library Assistant in Charge of Circulation*
B.S., Cedar Crest College. (1964)

ELIZABETH PEACOCK NEYER, *Laboratory Assistant, Chemistry (part-time)*
B.S., Elizabethtown College. (1965-66, 1969)

THELMA SNADER REPLOGLE, *Library Assistant*
B.A., Western Maryland. (1968)

SYDNAE M. STEINHART, *Library Assistant (part-time)*
B.S., Lebanon Valley College; M.L.S., University of Pittsburgh. (1971)

PROJECT ASSISTANTS

A. JANE CRIDER, *Assistant, Reading Program (part-time)*
B.S., Elizabethtown College. (1971)

DEBORAH HOLMES HOFFMAN, *Project Assistant, Biology (part-time)*
B.S., Syracuse University. (1970)

JUDITH KIRKMAN SNAVELY, *Project Assistant, Physics (part-time)*
B.S., Millersville State College. (1966)

ADMINISTRATIVE STAFF

Mary L. Ainsworth
Stenographer, Admissions Office

Sandra Bealer
Secretary, Secretarial Services

Shirley Boltz
Payroll Clerk

Jill K. Bresh, R.N.
Nurse

Anne Cardinal
Clerk, Registrar's Office

*Gladys L. Chastain
Secretary to the Director of TWAP

Agnes U. Coble
Clerk, Post Office

Mary M. Cox
Director of Myer Residence

Esta Craighead
Administrative Assistant in the Department of Education

Moyer Craighead
Assistant in Food Service

Josephine Dalton
Secretary, Secretarial Services

Hattie Drohan
Secretary to the Director of Alumni Affairs

Gerald Erb
Equipment Supervisor

*Helen Fultz
Clerk, Central Services

Nevin O. Garner
Programmer, Data Processing Center

H. Jeannette Gaw
Cash Receipts Clerk

*Joyce Gibbons
Secretary, Secretarial Services

Mary C. Good
Clerk, Bookstore

Dorothy N. Hamilton
Clerk, Library

Ethel L. Heaton
Director of Royer Residence

*Naomi L. Hershey
Library Assistant in Readers' Services

Gregory Hill
Assistant in Purchasing, Business Office

Linda L. Hilsher
Clerk, Data Processing

Mildred C. Hipple
Clerk, Library

J. Robert Hollinger
Chief Accountant, Business Office

Emma V. Horne
Secretary to the Director of Development and Public Relations

*Ellen Howell
Typist, Admissions Office

Lauretta D. Hynicker, R.N.
Head Nurse

Allen J. Kennedy
Operator-Programmer, Data Processing Center

Rosemary H. Kershner
Secretary, Secretarial Services

Jean Kraybill
Secretary to the Associate Dean of Student Affairs

Virginia LaMontagne, B.A.
Secretary to the Director of Public Information

Marian A. Landis
Clerk, Registrars Office

Mildred F. Long
Library Assistant in Readers' Service

Patricia March
Clerk, Public Relations Office

---

* Part-time

CATHY MARTIN
Clerk, Central Services

ELIZABETH MASON
Secretary to the Executive Vice President

MARGARET MCSPARREN
Secretary to the Director of Admissions

RUTH B MUMAW
Secretary to the Director of the Library

BARBARA MYERS
Secretary to the Business Manager

SARAH JANE RABER
Secretary to the Director of Athletics

DOROTHY REED
Secretary to the Director of Placement and for Development Office

GRACE RHEN
Clerk, Library

ALICE ROWLEY
Secretary to the Dean of Student Affairs

JOYCE E. SHANK
Clerk, Development Office

LINDA LOU SHENK
Posting Clerk

STELLA SIKORSKI
Secretary to the Director of Student Activies and Receptionist, Control Center

FREEDA SNAVELY
Switchboard Operator/Receptionist

*NORMA STEINHART
Clerk, Secretarial Services

BETTY V. TAMKIN
Secretary, Student Personnel Services

JUNE TULLEY, B.S.
Secretary to the Registrar

JANET I. WASER
Clerk, Data Processing Center

JOHN B. WEIDNER
Assistant to the Dean of Student Affairs

*GERALDINE WOLVERTON
Secretary, Secretarial Services

---

* Part-time

Index

Page

Absences 125
Academic Information 108
Academic Program 13
Administration 140
Administrative Staff 150
Admissions 7
Admission to Advanced Standing 8
Alumni Association 136
Art Department 16
Anthropology 99
Associate Board 139
Attendance 113
Awards 130-131
Biology Department 19
Business Department 23
Calendar of the College 4
Campus 132
Campus Clubs 117
Campus Government 116
Campus Life 116
Chemistry Department 35
College History and Development 135
College Statement of Purpose 6
Conduct of Students 120
Correspondence 155
Counseling Services 122
Early Admissions Plan 8
Earth Science 81

Page

INDEX 153

General Studies 13
Graduation Requirements 112
Education Department 40
Engineering 79
English Department 44
Ethnic Understanding Fund 130
Expenses, 1971-72 124
Faculty 141
Financial Aid 126
Forestry 102
Grants 127
Healing Arts 105
Health Services 118
History Department 52
Interdisciplinary Majors 101
Languages Department 60
Life Insurance Program 130
Loans 127
Location of College 136
Mathematics Department 56
Medical Technology 103
Music Department 67
Off-Campus Study 106
Parents Association 137
Personnel Services 102
Physical Education and Health Department 74
Physics and Earth Science Departments 78
Political Science Department 84
Pre-Legal 105
Pre-Ministerial 106

Page

Professional and Pre-Professional Curricula 104
Psychology Department 88
Publications and Communications 129
Recreation and Athletics 118
Religion and Philosophy Department 92
Scholarships 126
Sociology Department 96
Student and Public Enterprises 122
Trustee Board 138
Withdrawals 114, 115, 125
Women's Auxiliary 137

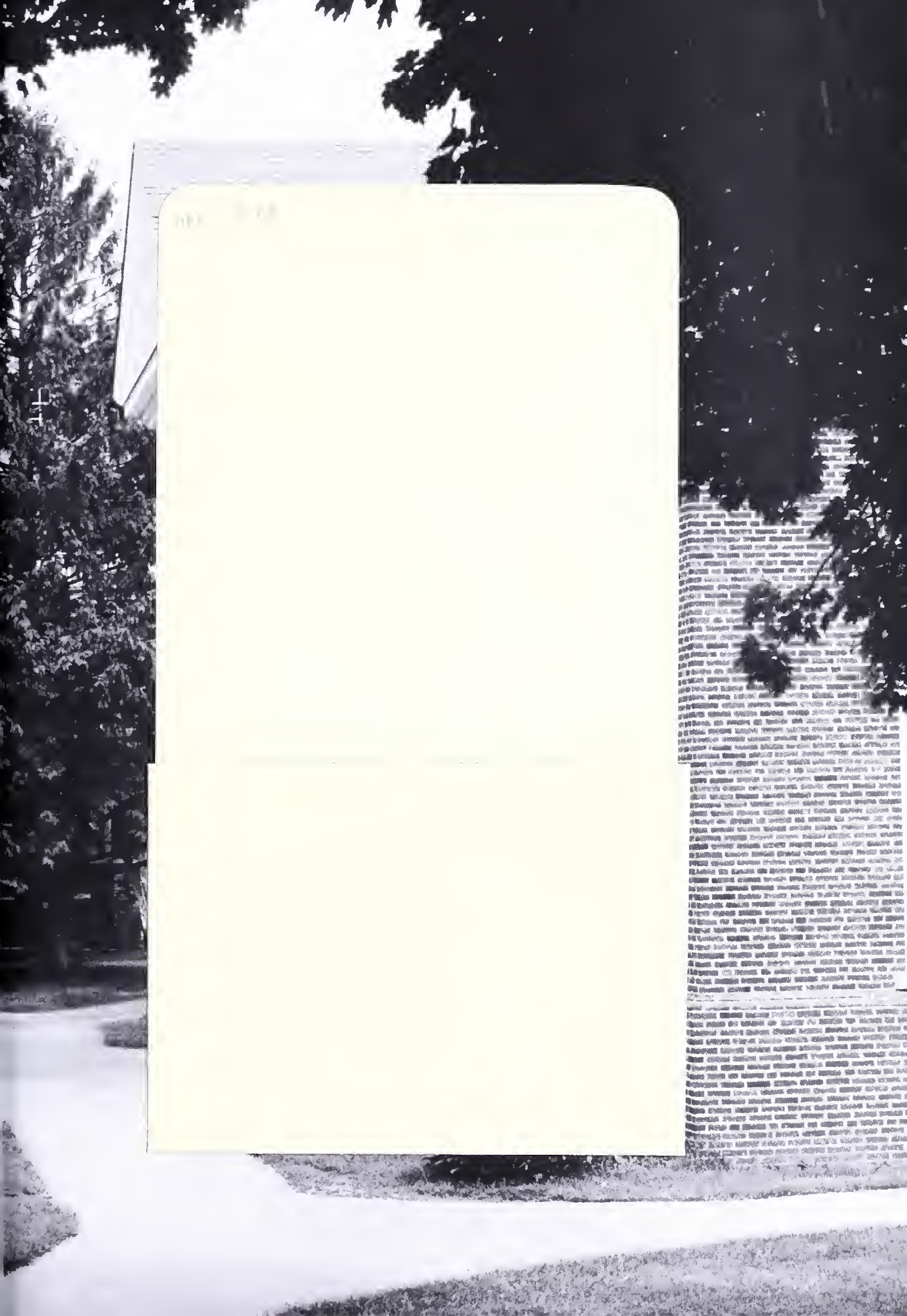
Correspondence

All correspondence should be addressed to Elizabethtown College, Elizabethtown, Pennsylvania 17022. Correspondence dealing with a particular matter should be directed as indicated below.

Academic Matters	Dean of the Faculty Alpha Hall
Admission of Students	Director of Admissions Alpha Hall
Alumni Activities	Director of Alumni Relations Alpha Hall
Business Matters	Treasurer Alpha Hall
Evening Studies	Registrar Alpha Hall
Financial Assistance	Director of Financial Aid Alpha Hall
General Information	Director of Public Affairs Alpha Hall
Gifts or Bequests	Director of Development Alpha Hall
Housing of Students	Director of Housing Schlosser Residence
Intercollegiate Athletics	Director of Athletics Baugher Student Center
Summer Session	Registrar Alpha Hall

ELIZABETHTOWN COLLEGE BULLETIN 1973-1975

378.73
El43H
1973-75



Elizabethtown College Bulletin

Elizabethtown College
Elizabethtown, Pennsylvania

Seventieth Catalog Number

Elizabethtown College is accredited by the Middle States Association of Colleges and Secondary Schools, the only accrediting association for colleges in this area of the United States.

Students are to be governed by the rules, regulations, and provisions contained in this Bulletin, subject to the right of the trustees, administration, and faculty to repeal, change, or amend them at any time.

Vol. LIX *June 1973* *No. 4*

Published quarterly by Elizabethtown College. Second-class postage paid at Elizabethtown, Pennsylvania 17022.

ZUG MEMORIAL LIBRARY
ELIZABETHTOWN COLLEGE
ELIZABETHTOWN, PENNA.

Calendar

1973-1974

FIRST SEMESTER

September	4, 5	Faculty meetings and orientation
	5	Registration
	6	Classes begin—8:00 a.m.
October	23	Mid-term
	25	Fall recess begins—10:00 p.m.
	30	Classes resume—8:00 a.m.
November	21	Thanksgiving recess begins—10:00 p.m.
	26	Classes resume—8:00 a.m.
December	17	Classes end—10:00 p.m.
	18	Reading day
	19, 20, 21	Final examinations

SECOND SEMESTER

January	7-11, 14	Staff in-service programs
	14	Registration
	15	Classes begin—8:00 a.m.
March	5	Mid-term
	8	Spring recess begins—5:00 p.m.
	18	Classes resume—8:00 a.m.
April	11	Easter recess begins—10:00 p.m.
	16	Classes resume—8:00 a.m.
May	3	Classes end—5:00 p.m.
	6, 7, 8	Final examinations
	12	Commencement

1974 SUMMER CALENDAR

May	13-31	Summer term I (Students may take one course) Conferences, workshops, etc.
June	10	Summer term II begins
July	12	Summer term II ends
	15	Summer term III begins
August	16	Summer term III ends

Calendar

1974-1975

FIRST SEMESTER

September	3, 4	Faculty meetings and orientation
	4	Registration
	5	Classes begin—8:00 a.m.
October	17	Mid-term
	17	Fall recess begins—10:00 p.m.
	22	Classes resume—8:00 a.m.
November	27	Thanksgiving recess begins—10:00 p.m.
December	2	Classes resume—8:00 a.m.
	16	Classes end—10:00 p.m.
	17	Reading day
	18, 19, 20	Final examinations

SECOND SEMESTER

January	6-10, 13	Staff in-service programs
	13	Registration
	14	Classes begin—8:00 a.m.
March	4	Mid-term
	21	Easter recess begins—5:00 p.m.
April	1	Classes resume—8:00 a.m.
May	2	Classes end—5:00 p.m.
	5, 6, 7	Final examinations
	11	Commencement

1975 SUMMER CALENDAR

May	12-30	Summer term I (Students may take one course) Conferences, workshops, etc.
June	9	Summer term II begins
July	11	Summer term II ends
	14	Summer term III begins
August	15	Summer term III ends

Statement of Purpose

The purpose of Elizabethtown College is personal.

To be personal is to become ever freer of one's limitations. Elizabethtown College seeks to aid the student in further developing competent and constructive habits of thought, a desire and capacity to know, clear and coherent means of self-expression, and a growing understanding of himself and the world around him—natural, social and cultural.

To be personal is to have a sense of values. The College accepts and promotes among the members of its academic community the values, attitudes, and motives which are historically associated with the Christian faith. It recognizes each person as a moral being for whom life has meaning and destiny. It believes that without a sense of moral responsibility, the educated person can serve inhuman and degrading purposes as easily as he can serve human and redemptive purposes.

To be personal is to have a sense of social responsibility. Elizabethtown College expects each member of the academic community to face the basic issues of his personhood, to be involved in a creative and orderly relationship with others in the academic community, and to pursue excellence in a climate of responsible freedom. The College, in keeping with its historic motto, advocates the ideal of service to society in personal and professional pursuits.

The Admission Process

Elizabethtown College welcomes serious students who intend to apply themselves to the educational process. Students are admitted without reference to race, color, creed or national origin. The College reserves the right to admit students on a selective basis in order to maintain departments and majors of an effective size. Students may be admitted under four different plans.

A. REGULAR ADMISSIONS PLAN

Young men and women who are high school graduates will be welcomed for admission to Elizabethtown College. Their records should indicate good character, serious scholarship, and satisfactory health in order that they might do acceptable college work.

Guiding principles used as applications are evaluated suggest:

1. That the student be a graduate of a senior high school accredited by the regional accrediting agency or by the Department of Education of the state in which he lives.
2. That he be recommended by his high school principal and/or guidance counselor both in regard to academic ability and character qualifications.
3. That he complete a College Preparatory course. If a student has not completed such a course but is deemed, through test scores or other means of evaluating his potential, qualified for entrance, he may be admitted.
4. That he take the American College Test or the Scholastic Aptitude Test. Students not completing the American College Test prior to admission will be requested to do so before registering.
5. That he appear for an on-campus interview.
6. That he provide a physician's statement on a form provided by the College.

ADVANCED PLACEMENT PROGRAM (CEEB)

Elizabethtown College participates in the Advanced Placement Program of the College Entrance Examination Board. With the approval of the department concerned and the Dean of the Faculty, advanced placement and credit are granted to students who perform satisfactorily in college-level courses and on the Advanced Placement Examination.

B. EARLY ADMISSIONS PLAN

In a sincere effort to provide an opportunity for academic acceleration by superior students, Elizabethtown College has initiated a program under which carefully selected students may begin their higher education immediately after completing the junior year in high school.

Students enrolled under this program become full-fledged freshmen at the College and, upon successful completion of the freshman year, are granted a high school diploma in addition to the college credits earned. This program has the full cooperation and support of the Pennsylvania Department of Education.

All degree programs at the College are available to these selected students, who are expected to exhibit the mental and emotional maturity necessary to adjust to the general program of the College. Following enrollment, students receive close academic guidance by selected faculty members.

All applicants for the accelerated admission program are carefully screened on a highly individualized basis. Particular attention is given to the following personality factors: mental ability, scholastic achievement, social and physical maturity, and personal motivation.

To be accepted, students must have completed the eleventh year in an accredited high school program and rank in the upper percentiles of their high school class.

Test results are given weighty consideration.

The opinions and predictions of the student's high school principal and guidance counselor are of prime importance, as are those of the College's department head in the particular discipline elected by the applicant.

The written approval of the student's parents, high school principal, and guidance counselor is mandatory before the student can be accepted.

In addition to the indicated statistical data, the selection process includes a conference with the student by the Director of Admissions in the presence of the parents, principal and guidance counselor.

Any student interested in applying for his accelerated program should first discuss the matter thoroughly with the high school guidance counselor and then write to the Director of Admissions at Elizabethtown College for an application form.

C. COLLEGE ADMISSION PLAN

Elizabethtown College welcomes students who have been enrolled in other colleges and who find enrolling at Elizabethtown to be of value to their educational objectives. Students who, at the time of matriculation, are graduates of a degree granting, two-year college accredited by one of the six regional accrediting agencies will receive full Junior standing and will be required to earn a minimum of 64 semester hours for graduation from the College.

Students who do not have a degree may transfer a maximum of 64 hours of credit from an accredited two-year college.

College credits not transferred as a part of a degree program and obtained with a grade of C or P or better from other accredited institutions and acceptable toward a degree at Elizabethtown College, may be transferred upon the approval of the Registrar. In any doubtful situations, the Registrar will consult with the Department Chairman and/or the Dean. Grades are not transferable. Courses, however, may be transferred.

In addition to the six principles listed under the Regular Admission Plan, the student will need to present an official transcript indicating work completed at, and honorable dismissal from any and all colleges attended. The College will request recommendations from the personnel deans of the college last attended. Students from non-accredited institutions should see the special admissions plan listed below.

D. SPECIAL ADMISSIONS PLAN

1. Transfer students from non-accredited colleges:
   Students may wish to enroll at Elizabethtown who have attended a non-accredited institution. In those cases in which the record is above average, the College may allow a student to validate this non-accredited work by passing more advanced courses at Elizabethtown. In such cases, Elizabethtown reserves the right to revise the evaluation after the equivalent of one semester work at Elizabethtown College. Such students may also validate credit by passing the College Level Examination Program Tests upon the approval of the department concerned and the Dean of the Faculty.

2. Continuing Education for mature adults:
   Many adults have continued a broad reading program as well as having had other valid learning experiences. Credit for that which they

have learned in these less formal ways is available through testing. Elizabethtown College accepts up to two years of college credit from the College Level Examination Program Tests.

In some instances, mature adults are able to benefit from a college experience but lack the formal education to enter college under one of the three plans listed above. In those cases in which successful work or other experience indicates such strength, a student may be admitted as a special student on a trial basis.

In all special admissions cases, as many of the principles listed under the Regular Admission plan as possible will be followed. Full admission may be granted after completion of 15 hours of work with grades "C" or better.

Statement of Objectives

The purpose of Elizabethtown College must be reflected in the behavior of the persons who are members of the College community if it is to become real. Because the purpose of the College involves the total person, these behavioral objectives are broadly stated and involve the totality of life.

In keeping with its basic commitments, Elizabethtown College will pursue the following basic objectives in the affective, cognitive, and physical realms of learning: affective relates to attitudes, interests and values; cognitive relates to the intellectual; and physical relates to bodily health.

Objectives for Affective Learning:

Each person is encouraged to develop:

1. An increasing orientation as reflected by widespread intellectual interests and sufficient motivation to achieve success.
2. The ability to be inner-directed and self-confident.
3. The ability to express himself through social participation and personal spontaneity.

Objectives for Cognitive Learning:

General Studies

Each person is expected to develop:

1. An increasing understanding of himself as a person.
2. A broad understanding of the world around him.
3. An understanding concern for his fellowmen.

4. The ability to select and analyze critically alternative solutions to a problem.
5. A willingness to be the type of person who will strive to continually grow toward his highest potential.

Major Studies

Each person is expected:

1. To master the skills and knowledge of a specialization.
2. To participate in learning experiences that become increasingly self-directed.
3. To develop the ability to integrate his knowledge from general studies and from his specialization.
4. To demonstrate that he has developed the academic foundation and personal desire to continue learning after college.

Objectives for Physical Learning

Each student is expected to develop:

1. Certain basic skills in one or more sports.
2. An understanding of the value of physical development.
3. An appreciation of physical activities for ongoing recreation and productive use of leisure time.

Elizabethtown College supports and encourages the development of the traits of personality, intellectual capacity and personal health which are congruent with the objectives outlined above. Their achievement is never complete and the opportunity for growth is always present. This growth will be periodically evaluated and such evaluation will be followed by guidance to assist the student in continued growth.

THE PROGRAM

The living-learning collegiate experience is viewed by Elizabethtown College as a unit. Student involvement in campus governance, the acceptance of social responsibility, involvement in caring for others, active integrity in all forms of relationships, and many other forms of experience are of equal concern with the formal study program.

The Academic Program

A student attending Elizabethtown College will find that the academic program is structured to help each person attain a broad general understanding as well as a depth of knowledge in a chosen field. The broad general understanding is achieved through the General Studies program, which is common to all students wishing to achieve a particular degree. Depth in a chosen field is achieved through the major.

The curriculum of the typical student will include (1) the General Studies, which is common to all students enrolled in a particular degree program, (2) a departmental or interdisciplinary major as specified by the departments in which the major is elected by the student, and (3) elective courses. Some students may elect an area of concentration. A student majoring in elementary education will need to elect an Area of Concentration in an academic department. A student who wishes to teach at the secondary level will need to elect an area of concentration in secondary education leading to certification as a teacher.

In addition each student may wish to consider enriching his program by electing such special opportunities as the Cultural Area Studies programs. Such programs may be achieved in addition to, and at the same time as, a major by selecting courses that will apply both to the General Studies and to the Area Studies program. A junior year abroad educational experience in Germany, France, Spain, or Ghana may be planned to apply directly toward graduation.

Each student should plan carefully the total college experience in order to achieve the greatest possible good from the many opportunities Elizabethtown offers him.

The College reserves the right to limit the number of courses and sections of courses to be offered in any semester or session.

GENERAL STUDIES

Care has been taken to allow for considerable choice within General Studies. The student should select with understanding to strengthen his total college experience. A student might be wise to consider choosing an "integrating idea" to pursue and select a program of courses focusing upon that idea. For example, a student might elect to complete a Cultural Area Studies program and fulfill the general education requirements simultaneously. See the information under Cultural Area Studies to structure this type of program. The same would be true for Areas of Concentration. See the departmental listings for course descriptions.

Special General Studies programs or deviations from the established program must be approved by the Academic Standards Committee.

Course	**B.A.** hours	**B.S.** hours	
Literature	6	6	Each student should achieve minimum English competency before taking En 105. Students should elect En 105 and one other course in English or American Literature.
Modern Language	6		Each student for the B.A. must achieve competency equal to Language 202. For a student with two to three years of high school language this will normally mean 6 hours of second year college language. Credit will not be granted for the 101-102 level of a language if two or more years of the same language were completed in high school. Credit will be granted for 101-102 if the student begins a new language in college.
Fine Arts	3	3	May be fulfilled by any Art course, any Theatre course (Com 151, 152, 251, 252, 265, 352, 354) or the following Music courses: Mu 101, 111, 112, 212, 315, 415, 417, and credit in applied music and ensembles.
Religion and Philosophy	6	6	Select two of the following courses: Rel 105, 115, 125, 205, 215, or either of these two sequence studies: Rel 105 and Rel 355, or Rel 125 and Rel 321; any two courses in Philosophy with the exception of Ph 481-490.
History	6	6	Select Hi 105 and one other history course.
Social Science	9	9	Select three courses from among Economics, Political Science, Psychology, Anthropology, or Sociology.
Mathematics or Logic	3		
Mathematics		6	
Natural Science	8	8	Select from Biology, Chemistry, Earth Science or Physics, two courses in one science or one course in Physics and one in Earth Science.

Physical Education	4	4	Four activity courses must be chosen, at least one of which, and not more than two, must be aquatics.
Electives	12	12	Selected courses to strengthen the overall general educational program according to the student's individual need.

An experimental General Studies Program has been approved involving blocks of work in the Humanities, Social Sciences, and Sciences; Atlantic Area Studies; Non-Western Area Studies, and Human Behavior and Communications. When students register in these, the Dean of the Faculty will designate specific credit toward the above General Studies requirements.

DEPARTMENTAL MAJORS AND AREAS OF CONCENTRATION

Each student should select a major which is a study in depth. It is not necessary in most cases for a new college student to make this decision immediately, but careful consideration is important. Those who have serious questions about their major should elect a broad selection of required General Studies courses in the freshman year. This will enhance the understanding of various opportunities for majors and allow time for the decision to be made.

The following is an explanation of catalog course descriptions.

Bio 103 INTRODUCTION TO BIOLOGY 1-5-4

Bio 104 GENERAL BIOLOGY 1-5-4 Prereq. Bio 103

Bio 103 is the course number and designation and indicates a Freshman level course. The number of the course reflects the level of instruction rather than the year taken. INTRODUCTION TO BIOLOGY is the course title.

In 1-5-4, the first numeral (1) signifies the number of 50-minute periods of formal class or recitation meetings a week. The second numeral (5) is the number of 50-minute class periods devoted to laboratory per week. The third numeral (4) signifies the total semester hours credit for the course. In many cases programs and methods of teaching vary from semester to semester.

Credits are expressed in semester hours.

The last column (Prereq. Bio 103) lists the conditions by which course may be taken.

Prereq.—prerequisite, the given course or courses must have been earned prior to registration for the course listed, e.g. credit in Bio 103 must have been secured before registration for Bio 104.

Coreq. — corequisite, here a course may have been completed prior to registration for the course in question or it may be taken simultaneously with that course.

P.O.I. — permission of the instructor. Registration for the course may be made only after securing written permission of the instructor listed to teach the course.

To aid in his planning, a student should be aware that, in most instances, an odd numbered course indicates one which is offered in the fall semester. Likewise an even numbered course is offered in the spring. A course with the numeral 5 in the third position generally indicates that the course is offered in both semesters.

Since this is not always true, however, the student would do well to check with his adviser. In a few instances courses which are part of a year sequence may be numbered 205-206 or 405-406, for example.

DEPARTMENT OF ALLIED HEALTH SCIENCES

Professor: Wright *(Director of Allied Health Sciences)*
Assistant Professor: Gordon *(Director of Occupational Therapy)*

Program in Occupational Therapy

The study of occupational therapy will prepare the student in the art and sciences of directing man's participation in selected tasks to:

A. restore, reinforce and enhance performance
B. facilitate learning of those skills and functions essential for adaptation and productivity
C. diminish or correct pathology
D. promote and maintain health

The student, upon completion of the baccalaureate and clinical education programs, will be able to provide clinical treatment in occupational therapy to those individuals whose abilities to cope with life are threatened or impaired by developmental deficits, the aging process, poverty and cultural differences, physical, emotional and social disability. The curriculum is equally designed to prepare the student who majors in occupational therapy for further graduate study.

B.S. with Major in Occupational Therapy

The following program is required for occupational therapy majors. It is subject to revision during the year, 1973-74.

Course #	*Title*	*Hours*	*Level*
OT 113-114	Beginning Professional Concepts	4	Freshman/ Soph.
OT 213-214	Therapeutic Skills	6	Soph./Jr.
OT 301	Clinical Medicine: (Medicine & Surgery)	3	Junior
OT 302	Clinical Medicine: (Neurology & Orthopedics)	3	Junior
OT 307	Pediatrics	3	Junior
OT 311	Clinical Medicine: Psychiatry	3	Junior
OT 313	Therapeutic Skills Advanced	3	Jr./Sr.
OT 314	Kinesiology	3	Junior
OT 317-318	Theory & Clinical Treatment Procedures in Psychosocial & Physical Dysfunctions	8	Junior
OT 412	Senior Practicum	3	Senior
OT 413	Perceptual Motor Dysfunction	4	Senior
OT 417-418	Advanced Professional Concepts	4	Senior
OT 481-90	Independent Study	3	Senior
	Total Hours	50	

Clinical Education

It is recommended that the student pursue an uninterrupted course of four-year study and complete six to eight months in clinical field work. Six months of clinical experience is the minimal requirement stated in the essentials from the American Occupational Therapy Association. In the clinical program for occupational therapy at Elizabethtown College the following format is suggested:

3—full month period (daily basis) in clinical field work during the Spring Semester of the Junior Year or the summer between the Junior and Senior Year.

3—full month period (daily basis) in clinical field work following the completion of the Senior Year.

(Optional) 2—full month (daily basis) in clinical field work—the student may elect to pursue field work in a particular area of choice (Perceptual Motor Dysfunction, Research Techniques, Administration) or the student may pursue work on an advanced level (such as Advanced Theory in Psycho-Social Dysfunction/Physical Dysfunction, Neurophysiology—Neuroanatomy, Communication Skills). This two month period may become optional for the student if the Curriculum Director and faculty feel that the student has had sufficient clinical background to meet the requirements.

—

8

Requisites for Occupational Therapy

A. Prior to Admission into the Program:

The student will have an interview with a member of the occupational therapy department in order to determine eligibility.

B. After admission into the program:

1. The student must maintain a cumulative average of 2.0 throughout his four academic years at the College.
2. The student must satisfactorily meet the standards and requirements in the clinical education field program.

C. Evaluation:

The student will be evaluated by the faculty after each semester. If it is the consensus of the faculty that a student is not suitable academically or professionally for this area of study, it will be suggested that he withdraw from the program.

D. Upon Completion of Program:

The student will sit for a National Registration Examination, which is held twice a year on the last Friday of the months of June and January. It is recommended that the student take the examination which immediately follows his last clinical field experience.

Other Allied Health Programs

The Allied Health Department in cooperation with the Business Department offers a program of Health Care Management designed to prepare the student to become a nursing home administrator or a department chairman in a hospital. A two year associate degree program in Medical Secretarial Science is offered along with the Business Education Curriculum. Refer to the Department of Business for course descriptions.

The Music Therapy curriculum is coordinated with the Department of Music. Refer to the Department of Music for details.

A feasibility study is underway for developing a Therapeutic Recreation curriculum. It is anticipated that students will be admitted to this program in 1974.

It is anticipated that additional programs will begin for the fall of 1973-74. These programs are an Associate Degree in Medical Secretary and a B.S. degree in Business Administration with a specialty in Health Care Management.

Plans are to begin B.S. degrees in Music Therapy and Recreational Therapy in 1974-75 in cooperation with the Music and Physical Education Departments.

COURSES OF INSTRUCTION

OT 113-114 Beginning Professional Concepts 1-1-2

Introduction to the theoretical basis for practice of occupational therapy. The meaning of purposeful and creative activities to man throughout history. The use of activity to foster normal development; its use in the prevention and treatment of physical, emotional, and social dysfunction. Field trips to occupational therapy departments and museums.

OT 213-214 THERAPEUTIC SKILLS 1-6-3

Introduction to skillful use of evaluation/treatment techniques and media. Activities of Daily Living, Creative and Manual Skills, Energy Conservation, Social and Recreational Skills emphasized. Projects assigned.

OT 301 CLINICAL MEDICINE (MEDICINE AND SURGERY) 4-0-3

OT 302 CLINICAL MEDICINE (NEUROLOGY AND ORTHOPEDICS) 4-0-3

OT 307 PEDIATRICS 3-0-3

A study of physical and psychosocial disabilities as they affect the normal growth and development of the child; the impact of hospitalization. Methods of evaluation and treatment. See adviser for prereq.

OT 311 CLINICAL MEDICINE (PSYCHIATRY) 2-2-3

OT 313 THERAPEUTIC SKILLS ADVANCED 0-4-3 Prereq. OT 213 and 214

One or two skills to be selected for further exploration in consultation with the faculty adviser. Selected projects to include a variety of techniques. Teaching methods and therapeutic value of activities are stressed.

OT 314 KINESIOLOGY 2-2-3 Prereq. Bio 217

Recognition, application and understanding of functional anatomy with particular stress on normal and abnormal human motion. Analysis of functional activity is correlated with mechanical and physiological principles.

OT 317-318 THEORY AND CLINICAL TREATMENT PROCEDURES IN PSYCHOSOCIAL AND PHYSICAL DYSFUNCTIONS

PHYSICAL DYSFUNCTION 2-4-4 Prereq. Bio 217

Principles and techniques of evaluation and treatment of individuals with physical disabilities. Analysis of therapeutic use of activity. Activities of daily living, upper extremity prosthetics, orthotics. See adviser for additional prerequisite.

PSYCHOSOCIAL DYSFUNCTION 3-5-4 Prereq. Bio 217

Examination of major psychiatric concepts in the field of occupational therapy with reference to evaluation techniques, treatment planning, and analysis of activities. Exploration of current trends in psychiatry: community programs, family therapy, industrial therapy. See adviser for additional prerequisite.

OT 412 SENIOR PRACTICUM 3 credits To be arranged

OT 413 PERCEPTUAL MOTOR DYSFUNCTION 3-4-4

A study of perceptual-motor development; methods of evaluation of dysfunction and treatment. See adviser for additional prerequisite.

OT 417-418 ADVANCED PROFESSIONAL CONCEPTS 2-2-2 Prereq. OT 113, 114

The occupational therapist as a professional person in the community and the institution. Concepts and techniques of supervision and administration.

OT 481-90 INDEPENDENT STUDY P.O.I. Variable credit

DEPARTMENT OF ART

Professor: Libhart *(Chairman)*

The twofold objective of the Department of Art is to develop the student's potential for creativity through self-expression in art, and to equip him with such knowledge and discrimination as will permit his fuller judgment and enjoyment of traditional and modern fine arts works. Both as a subject of study and as an area of participation, art is regarded in the philosophy of this department as integral to the fullest education of a man. To this end, the courses are designed to stimulate the student's experience with the tools of art, with the intellectual content of art, in the practices of art, and in the evaluation of art. A major in Art is not offered.

Area of Concentration

Courses for elementary education majors who have chosen Art as an area of concentration are as follows: Art 105, 211 or 221, 311 or 321, 323 or 324, 351, and 9 hours of electives.

COURSE OF INSTRUCTION

Art 105 DRAWING 0-5-3

Instruction in the studio use of draughting media and their application in rendering, sketching, structural analysis, and design, with emphasis on drawing from the live model.

Art 211 PAINTING 0-5-3

Instruction in the practices of studio easel painting in oil, acrylic, and opaque mixed media, with six works required for the semester, comprising subjects of the live model, landscape, still life, and abstraction from nature. Last class meeting to be a review of the students' art, exhibited in Alpha Lounge.

Art 221 SCULPTURE 0-5-3

Instruction in the techniques of traditional three-dimensional carving and modeling, and casting in plaster. Two works to be completed in the semester: one in wood, one in plaster.

Art 251 ETCHING AND PRINTMAKING 0-5-3

Exploration by the student, of his choice of any six following methods in printmaking, with three identical prints required from each chosen technique: woodcut; silk screen; drypoint, hard ground, soft ground, or aquatint etching; calligraph; mezzotint; linocut; and intaglio.

Art 311 ADVANCED PAINTING 0-5-3

Concentrated practice in particular approaches and techniques of painting in various opaque media, including both objective and non-objective compositions. Six works to be completed during the semester. Prerequisite: Art 211, or consent of the instructor.

Art 321 ADVANCED SCULPTURE 0-5-3

Instruction for the experienced student in handling techniques in sculpture, in the production of two major works for the semester. Prerequisite: Art 221, or consent of the instructor.

Art 323 COMPARATIVE WESTERN ART 3-0-3

A selected survey of European and American works of music, painting, sculpture, and literature, demonstrating the common bonds of their aesthetic, generic, and philosophic elements.

Art 324 COMPARATIVE AMERICAN ART 3-0-3

A comprehensive survey of developments in the arts and literature of the United States, with emphasis on their observable mutual characteristics deriving from social, economic, and political developments.

Art 355 HISTORY AND APPRECIATION OF ART 3-0-3

An investigation of the fundamental theories and practices of the fine arts as manifested in works of selected major and minor artists.

Art 371-380 SEMINARS IN FINE ARTS Variable Credit

Art 481-490 INDEPENDENT STUDY IN ART Variable Credit P.O.I.

DEPARTMENT OF BIOLOGY

Professor: Pepper *(Chairman)*

Associate Professors: Heckman, Hoffman, Laughlin, Kenney

Assistant Professor: Dively

The curriculum of the Department of Biology is designed to acquaint the student with structural, functional and populational aspects of living material. Distribution requirements are arranged to assure this exposure; however, electives are allowed so that the student may pursue his own individual interests. Departmental and collateral course requirements have been selected in order to prepare the student for graduate, medical, and professional schools.

B.S. with Major in Biology

A major in the Department of Biology will consist of a minimum of 22 semester hour credits in Biology at the 200 level and above. Bio 103 and 104 may be waived by examination. Other requirements for a major in Biology are:

Chemistry—Ch 101, 102, 201, 202, 301
Physics —through Phys 211
Math —Ma 101, 121, or Ma 117, 118
Language —competency through the intermediate year of a foreign language,
or
—competency through the beginning year of a foreign language and Ma 151.
(Competency in the language may be demonstrated by examination.)

Students planning to teach in the secondary schools will also take the necessary courses prescribed by the Department of Education. Those planning to teach need not take Ch 301 and Bio 499 and do not have to fulfill a language requirement.

In addition to the above requirements, the following distribution of Biology courses is required for a major:

One course from among Bio 204, Plant Morphology; Bio 205, Microbiology; Bio 206, Plant Taxonomy; Bio 207, Invertebrate Zoology, Bio 209, Comparative Anatomy; Bio 217, Human Anatomy.

One course from among Bio 316, General Physiology; Bio 318, Human Physiology; Bio 322, Plant Physiology; Bio 414, Cell Physiology.

Courses Bio 215, Genetics; Bio 307, Ecology; Bio 499, Seminar in Biology.

The student may elect as desired from among Bio 253, Histology and Bio-Medical Technique; Bio 304, Embryology; Bio 314, Applied Microbiology; Bio 481-490, Independent Problems in Biology. Courses in the Bio 371-380 and 381-390 series (Special Topics and Directed Studies in Biology) may be elected for credit if prior approval is given.

Students wishing to enter medical, dental or veterinary school or other allied medical areas should consult with the Biology Chairman as early as possible for the purpose of designing their program.

Area of Concentration

Courses for elementary education majors who have chosen Biology as their area of concentration have been selected on a basis of distribution between plant and animal emphasis while acquainting the student with structural, functional, and populational aspects of Biology.

It is suggested that elementary education majors who elect Biology as their area of concentration should elect courses among the following: Bio 103, Bio 104, Bio 202, Bio 204, Bio 206, Bio 207, Bio 215, Bio 307.

COURSES OF INSTRUCTION

Bio 103 INTRODUCTION TO BIOLOGY 1-5-4

A study of the characteristics of life, the cell, basic chemicals of life, and heredity. One and/or two hours each week will be devoted to a general assembly session. Each student will sign up every week for two 2-hour audio-tutorial sessions which will integrate the laboratory and course material into a multi-media learning approach. This course is designed as an introduction for those who plan to major in Biology as well as those who select Biology for their science requirement.

Bio 104 GENERAL BIOLOGY 1-5-4 Prereq. Bio 103

A survey of the plant kingdom, energy relationships, invertebrate and vertebrate anatomy, physiology and reproduction. A multi-media approach is used as in Biology 103.

Bio 204 PLANT MORPHOLOGY 2-4-4 Prereq. Bio 104

A detailed study of lower and higher plant structures. Saturday field trips and plant collection required.

Bio 205 MICROBIOLOGY 2-5-4 Prereq. Bio 104 and Ch 102

A detailed study of the morphology, physiology and identification of bacteria as well as their relationships with their environment.

Bio 206 TAXONOMY OF VASCULAR PLANTS 2-4-4 Prereq. Bio 204 or P.O.I.

A laboratory, field and discussion course concerning the classification of vascular plants with emphasis on taxonomic principles, systems of classification, family characteristics, and relationships. Saturday field trips and plant collection required.

Bio 207 INVERTEBRATE ZOOLOGY 2-4-4 Prereq. Bio 104

A comprehensive study of selected representatives of each of the invertebrate phyla. Saturday field trips and invertebrate collection required.

Bio 209 COMPARATIVE ANATOMY OF VERTEBRATES 2-4-4 Prereq. Bio 104

A comparative study of the morphology and fossil record of selected Chordates as evidence for Chordate evolution. Laboratories are open for study in addition to scheduled hours.

Bio 215 GENETICS 3-4-4 Prereq. Bio 104

A study of Mendelian and molecular genetics.

Bio 217 HUMAN ANATOMY 2-2-3 Prereq. Bio 104

A study of human structure at the tissue and organ level.

Bio 253 HISTOLOGY AND BIO-MEDICAL TECHNIQUE 2-4-4 Prereq. Bio 104 and Ch 102

A basic microscopic study of vertebrate tissues and routine paraffin sectioning, staining and slide preparation. Special laboratory techniques include histochemistry, electrophoresis, genetics, immunology and hematology.

Bio 304 EMBRYOLOGY 2-4-4 Prereq. Bio 215

A study of the comparative vetebrate development from gametogenesis to the growth and histological differentiation of organs.

Bio 307 GENERAL ECOLOGY 3-4-4 Prereq. Bio 200 level botany and zoology or P.O.I.

A study of the relationships between plants and animals and their environment, including an examination of energy flow, mineral and water cycling, effects of environmental extremes and population growth. These subjects are discussed in relation to the effects of modern technology on natural ecosystems. Field trips required.

Bio 314 APPLIED MICROBIOLOGY 2-4-4 Prereq. Bio 205 and Ch 201

A study of microorganisms as they relate to their natural environment, industrial processes, and to public health.

Bio 316 GENERAL PHYSIOLOGY 3-4-4 Prereq. Bio 209 or 253

A functional analysis of vertebrate and invertebrate systems.

Bio 318 HUMAN PHYSIOLOGY 2-4-3 Prereq. Bio 209 or 217

A study of the functional aspects of and interrelationships between human systems.

Bio 322 PLANT PHYSIOLOGY 3-4-4 Prereq. Bio 204 and Ch 202 or P.O.I.

A study of plant growth and development, including a discussion of photosynthesis, mineral nutrition, metabolism, water relations and plant hormones.

Bio 371-380 SPECIAL TOPICS IN BIOLOGY Variable Credit. Prereq. P.O.I.

Courses of a specialized nature reflecting the interests of the instructor, generally of an advanced nature, but not necessarily so. Courses offered on a random basis. The Biology Department Chairman should be consulted to determine what special topics are available each semester.

Bio 381-390 DIRECTED STUDY IN BIOLOGY TOPICS Variable Credit. Prereq. P.O.I.

Directed study in biological areas in which the student meets regularly with the instructor on an individual basis. Much of the work may be with the aid of self-directing materials developed by the instructor. The topics may be of an advanced nature or on subjects normally covered in a course.

Bio 414 CELL PHYSIOLOGY 1-4-3 Prereq. Bio 104 and Ch 202

A chemical and physical approach to the understanding of cell mechanisms. Much independent work is expected of the student.

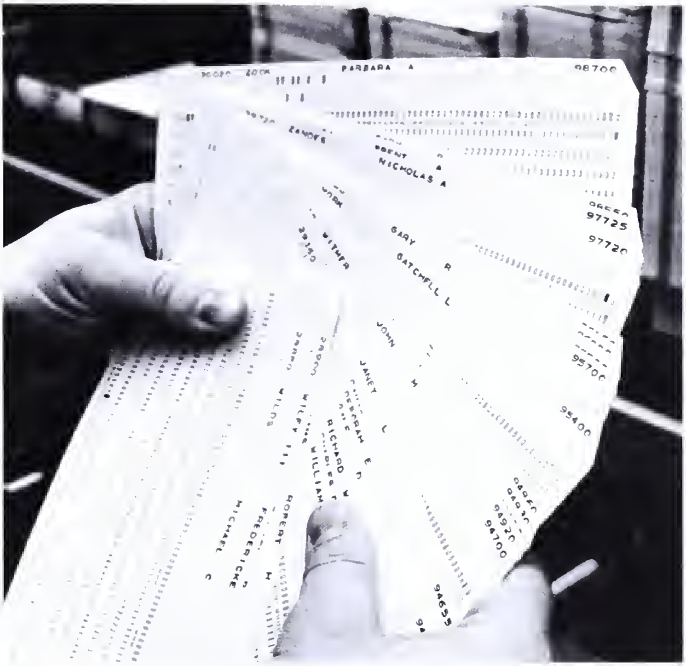
Bio 481-490 INDEPENDENT PROBLEMS IN BIOLOGY Variable Credits. Prereq. 16 credits in Biology and P.O.I. and Chairman of the Department

Designed to allow the student to do independent work and limited research in some phase of biology.

Bio 499 SEMINAR IN BIOLOGY 1-0-1 Prereq. 18 credits in Biology

Students will present laboratory or literature research to the group. Topics will vary from year to year.

Ed 305 PRACTICUM IN SECONDARY EDUCATION: Science 3-1-4 (See Education)



DEPARTMENT OF BUSINESS

Professors: Bitting *(Chairman),* Kish

Associate Professors: Christopher, Eppley, Evans, Gliptis, Neyer, Pomroy

Assistant Professors: Bleau, C. Kreider, Kugle

Instructors: Raffield, Trostle, Griffith

The primary objective of the Department of Business is to provide comprehensive programs of professional education for young men and women who wish to achieve responsible positions in private and public business organizations, and in academic institutions. The general objectives are to:

1. Prepare contemporary and future leaders
2. Develop a broad understanding of the nature of business and its role in society
3. Enlarge the students' competence in the qualities for success in the business world, and
4. Provide the foundation for graduate study, continuing self-education and personal development.

The various programs offered in the Business Department are based strongly in the tradition of a liberal arts education.

B.S. with major in Accounting—Preparation for entrance into the profession of accounting (public, private or governmental) requires a basic business core in addition to a proficiency in accounting. The increased emphasis upon computer and quantitative techniques by business necessitates guiding students into electing additional courses in these areas.

B.S. with major in Business Administration—Preparation to become tomorrow's business leader requires a broad background in business, knowledge in the behavioral and social sciences, plus the ability to use quantitative techniques in solving problems. This background and basic tools will evolve from the business core, the general education core, and specific mathematics requirements. Further understanding in a specific area of business will be gained by the student's choice of one of the six areas of concentration: accounting, computer science, economics, management, marketing, or health care management.

B.S. with major in Business Education—The Business Education curriculum provides the students who plan to teach in the business department of a secondary school with liberal training in courses outside the field of business, a broad background in business, depth in at least two certification areas in business, and professional education. The professional training will be conducted by personnel who have been secondary business teachers and maintain an awareness of current developments through close relationships with business departments in area high schools and vocational-technical schools.

B.S. with major in Economics—Preparation for a career in economics requires a broad background in basic economic theory coupled with an in-depth study of the quantitative tools so important to today's economist. The economics curriculum is designed to provide the student with this breadth and depth. In light of the increasing emphasis on the quantitative approach to economic theory, students are advised to select courses in mathematics and computer science beyond those specifically required in the economics curriculum.

The B.S. with major in Accounting or Business Administration may be earned in the evening program. See description under Continuing Education. For further information see description under "Center for Community Education" or special Evening Session bulletin.

ACCOUNTING

A major in Accounting will include:

1. 27 semester hours in the Business core:
    - Ac 107 Financial Accounting
    - Ac 108 Managerial Accounting
    - BA 215 Principles of Marketing
    - BA 248 Quantitative Techniques for Business
    - BA 325 Business Finance
    - BA 331, 332 Business Law
    - BA 361 or 366 (Management Course)
    - CS 125 Introduction to Computer Processing

2. An additional 24 semester hours in Accounting including:
   Ac 205, 206 Intermediate Accounting
   Ac 305, 306 Cost Accounting
3. Within the General Education core, MA 151 and MA 117 (or higher level course) must be taken. EC 101 and EC 102 are specifically required in addition to 9 semester hours of Social Sciences excluding Economics.
4. Electives to complete the total requirements for the B.S. degree. Courses in Mathematics and Computer Science are recommended.

BUSINESS ADMINISTRATION

A major in Business Administration will include:

1. 27 semester hours in the Business core
   Ac 107 Financial Accounting
   Ac 108 Managerial Accounting
   BA 215 Principles of Marketing
   BA 248 Quantitative Techniques for Business
   BA 325 Business Finance
   BA 331, 332 Business Law
   BA 361 or 366 (Management Course)
   CS 125 Introduction to Computer Processing
2. 12 semester hours concentration beyond the Business and General Education cores in one of the following areas;
   Accounting
   Computer Science
   Economics
   Health Care Management
   Management
   Marketing
   (9 of these 12 hours must be taken on the Elizabethtown College campus.)
3. Within the General Education Core, MA 151 and MA 117 (or higher level course) must be taken. Ec 101 and Ec 102 are specifically required in addition to 9 semester hours of Social Science excluding Economics.
4. Electives to complete the total requirements for the B.S. degree.

HEALTH CARE MANAGEMENT

A concentration in Health Care Management will include:

1. 30 semester hours in the Business core:
   Ac 107 Financial Accounting
   Ac 108 Managerial Accounting
   Ec 101 Principles of Economics
   Ec 102 Principles of Economics
   CS 125 Intro. to Computer Processing
   BA 215 Principles of Marketing
   BA 248 Quantitative Techniques for Business

BA 325 Business Finance
BA 331 Business Law
BA 366 Organization Theory and Decision Making

2. An additional 24 semester hours in Health Care Management including:
   HC 311 Organizations and Agencies of Health Care
   HC 312 Institutional Facility Planning and Design
   HC 321 Health Services and Medical Team Approach
   HC 322 Health Laws, Issues and Public Policies
   HC 471 Internship
3. Within the General Education core MA 151 and MA 117 (or higher level course) must be taken. Psy 105 and an applied psychology course are specifically required in addition to an elective in social science from Sociology, Political Science or Psychology.
4. Two elective courses must be selected from the following:
   Ec 304 Public Finance
   BA 361 Behavioral Theory in Management
   BA 467 Personnel Administration
   BA 468 Industrial and Labor Relations
   BA 499 Seminar in Management
   CS 302 Introduction to Systems Analysis

BUSINESS EDUCATION

A major in Business Education will include:

1. 23 semester hours in the Business core:
   Ac 107 Financial Accounting
   Ac 108 Managerial Accounting
   BA 215 Principles of Marketing
   BA 331, 332 Business Law
   BEd 111 Elementary Typewriting
   BEd 421 Office Practice
   CS 125 Introduction to Computer Processing.
2. Certification for secondary teaching in Business Education which includes:
   A. Two or more of the following areas: Accounting, Computer Science, Marketing, Secretarial, and Typewriting.
   B. The professional education program for secondary certification.
3. Within the General Education Core, 6 semester hours of Mathematics are required. Ec 101 and Ec 102 are specifically required in addition to 9 semester hours of Social Sciences excluding Economics. Three of the 9 semester hours of Social Sciences must be Psy 105. Speech proficiency must also be achieved.
4. Electives to complete the total requirements for the B.S. degree.
5. Business Education majors may receive credit in shorthand and typing by examination. This regulation does not apply to BEd 301 and BEd 311. Based on the results of an examination the student may be given credit for either BEd 101 or BEd 201, and will be advised of additional courses needed in shorthand. The same will apply for typewriting with possible credit in BEd 111 or BEd 211.

ECONOMICS

A major in Economics will include:

1. 33 semester hours in Economics courses including:
   Ec 101, 102 Principles of Economics
   Ec 201 Introduction to Mathematical Economics
   Ec 301, 302 Intermediate Economic Theory
   Ec 309 Introduction to Econometrics
2. CS 125 Introduction to Computer Processing
3. In addition the major requires 9 hours of history, 9 hours of political science and/or sociology, and MA 151 and either MA 121 or MA 117-118.
4. Electives to complete the total requirements for the B.S. degree. Ac 107 and Ac 108 are specifically recommended. Each student works closely with his faculty advisor to choose elective courses. These courses should complement and supplement his major courses to form an academic program designed for his particular interests and career objectives.

Comprehensive Social Science Major:

A student may choose Economics as either a major or minor area in the comprehensive Social Science program. The requirements are:

24 Hour Major Area: Ec 101, Ec 102, six additional economics courses. (Ec 303, Ec 306, Ec 308 are recommended.)

12 Hour Minor Area: Ec 101, Ec 102, two additional economic courses. (Ec 303, Ec 306 and Ec 308 are among those recommended.)

MEDICAL SECRETARIAL SCIENCE

The associate degree in Medical Secretarial Science will include:

1. 12 semester hours in the Business Education courses:
   BEd 211 Intermediate Typewriting
   BEd 221 Mathematics for Business Education
   BEd 321 Business Communications
   BEd 421 Office Practice
2. 15 semester hours in Medical Secretarial Science courses:
   HC 101 Orientation to Medical Procedures
   HC 109 Medical Accounting-Bookkeeping
   HC 219 Medical Typewriting
   HC 272 Practicum
3. 31 semester hours from the General Education core:
   En 105 Introduction to Literature
   Com 105 Speech
   Psy 105 General Psychology
   Ch 101-104 General Chemistry
   3 semester hours in Religion or Philosophy
   3 semester hours in History
   3 semester hours in Sociology
   3 semester hours in Fine Arts
   2 semester hours in Physical Education
4. 6 semester hours of electives

Area of Concentration for Elementary Education Major:

The 24-semester-hour area of concentration for an Elementary Education Major may be completed in the area of Business Administration or Economics. The requirements are:

Business Administration:

Ac 107; BA 361 or BA 467; CS 125; Ec 101, Ec 102; three additional Accounting, Business Administration, or Computer Science courses.

Economics:

CS 125; Ec 101, Ec 102; five additional Economics courses.

COURSES OF INSTRUCTION

ACCOUNTING

Ac 107 FINANCIAL ACCOUNTING 2-2-3

An introductory course designed to acquaint the student with the basic structure and interpretation of financial statements including the classification and contents of accounts and external reporting concepts.

Ac 108 MANAGERIAL ACCOUNTING 2-2-3 Prereq. Ac 107

Uses the information gathered from accounting records and other information sources to prepare internal reports and analyses to assist management in control and decision making.

Ac 205 INTERMEDIATE ACCOUNTING 3-0-3 Prereq. Ac 108

Ac 206 INTERMEDIATE ACCOUNTING 3-0-3 Prereq. Ac 205

A thorough study of the use and composition of various and alternate accounting concepts and generally accepted accounting principles; prevailing accounting theories in determining net income; the use of fund and cash flow statements.

Ac 301 INTRODUCTION TO FEDERAL INCOME TAXES 3-0-3

An introductory course to acquaint the student with the provisions of the Internal Revenue Code as it relates to Federal Income taxes of the individual and sole proprietor. The course attempts to give the student a basic knowledge of the law, an understanding of inputs into the tax calculation, an awareness of problematical or controversial items which will require research and the need for tax planning to minimize the tax. Students without business or accounting background are encouraged to enroll.

Ac 302 ADVANCED TAX ACCOUNTING 3-0-3 Prereq. Ac 205 and Ac 301

Further study of the Internal Revenue Code as it relates to partnerships, corporations, trusts and estates and exempt organizations. The taxation of business by states is also covered.

Ac 305 COST ACCOUNTING 3-0-3 Prereq. Ac 108

A study of the quantitative aspects of managerial cost accounting, including cost-volume-profit analysis, budgeting, standard costs, and the concept of relevant costs.

Ac 306 ADVANCED COST ACCOUNTING 3-0-3 Prereq. Ac 305

A continuation of the managerial emphasis on cost accounting including capital budgeting, inventory control, joint-and-by-product costing, and process cost accounting.

Ac 371-380 SPECIAL PROBLEMS 3-0-3

A course designed to allow students to explore topics and problems of current relevance in accounting.

Ac 405 AUDITING 3-0-3 Prereq. Ac 206

An analysis of the responsibilities and work of an auditor, the purpose and kinds of audits, systems of internal control and check, standard auditing procedures and tests, auditor's reports and opinions.

Ac 406 ADVANCED ACCOUNTING 3-0-3 Prereq. Ac 206

A detailed study of accounting for corporations. Emphasis is placed on accounting for consolidations. Topics also covered include partnerships, estates and trusts, and accounting for government and service institutions.

Ac 471 INTERNSHIP IN ACCOUNTING, Variable credit. Prereq. Approval of Department Chairman

A series of work experience in accounting with either a public accounting firm, a business firm, or governmental agency.

Ac 481-490 INDEPENDENT STUDY Variable credit Prereq. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of accounting.

Ac 498-499 SEMINAR IN ACCOUNTING 3-0-3 Prereq. P.O.I.

A study of selected topics currently under discussion in the accounting field. A major research project will be required.

BUSINESS ADMINISTRATION

BA 215 PRINCIPLES OF MARKETING 3-0-3

An investigation of the strategies employed in marketing; a description of the services provided by the various middlemen; an analysis of the basic marketing functions; a description of the government's role in marketing; and an investigation of marketing's role in society (consumerism, ecology, ethical and moral facets).

BA 248 QUANTITATIVE TECHNIQUES FOR BUSINESS 3-0-3 Prereq. MA 151 and either MA 101 or MA 117

A course designed to develop familiarity with statistical and mathematical methods specifically applicable to business. Topics to be covered will include: break-even analysis (cost, volume, profit analysis), Bernoulli and Bayesian statistics, decision criteria, inventory and production models, linear programming, CPM, PERT and queuing theory.

BA 312 PRINCIPLES OF ADVERTISING 3-0-3

A study of the decisions made by the advertiser. Topics include: consumer behavior, setting objectives, budgeting, finding an agency, creative strategy, media selection, message design, regulation of advertising, and social responsibility. Emphasis is placed on current developments in advertising.

BA 313 RETAILING MANAGEMENT 3-0-3 Prereq. BA 215

The various functional aspects of retailing are investigated. Included are strategy planning; store location—area and community analysis plus specific site evaluation; store facilities planning; merchandise planning and control; pricing fundamentals; demand analysis; customer services; sales promotion; and the organization and staffing of different retailing structures. Emphasis is focused on managerial responsibilities and decision-making methodology.

BA 316 MARKETING MANAGEMENT 3-0-3 Prereq. BA 215

A detailed analysis of the formulation of overall policies in marketing are covered and the planning techniques for embodying these policies and their strategies in marketing programs are synthesized. This is accomplished by a combination of team case study analysis and presentation.

BA 325 BUSINESS FINANCE 3-0-3 Prereq. Ac 108

An analysis of the management of the funds of a business. Emphasis is placed on the impact of various securities in the capital structure and on the role of financial planning and capital budgeting. Cash budgeting, estimating needs for current funds, and use of ratios in financial analysis are also covered.

BA 331 BUSINESS LAW 3-0-3

BA 332 BUSINESS LAW 3-0-3

The study of legal principles applicable to business. Special emphasis is placed upon the law of contracts in the first semester. The second semester continues the study of legal principles in relation to business with special emphasis upon the law of partnerships, corporations and property.

BA 361 BEHAVIORAL THEORY IN MANAGEMENT 2-2-3 Prereq. Psy 105

(one additional 3 credit course in the discipline of psychology is desirable)

The purpose of this course is to help the student develop an understanding of the pyscho-social subsystem in the organization, and to enable him to study the role of the manager with respect to interpersonal relationships. The disciplines of anthropology, psychology and sociology are drawn upon to provide the foundations for the identifications and solutions of the human aspects of business decisions. The course provides detailed examination of basic motivational theories, examination of behavioral models based on these theories, and the practical application of these models.

BA 366 ORGANIZATION THEORY AND DECISION MAKING 2-2-3 Prereq. Ac 108, Ec 102, BA 248 and Ma 117 or Ma 121

This course will combine the functional, system, and quantitative approaches to the study of the subject. Laboratory sessions will comprise a comprehensive review and examination of: quantitative methods; business finance; accounting; statistics; calculus; linear, non-linear, and simplex programming; and inventory control.

BA 371-380 SPECIAL PROBLEMS 3-0-3

A course designed to allow students to explore topics and problems of current relevance in business.

BA 411 PRINCIPLES OF MARKETING RESEARCH 3-0-3 Prereq. BA 215 and Ma 151

The use of the scientific method in solving marketing problems; steps in planning effective surveys; preparation of questionnaires, collection, tabulation, analysis and interpretation of data; writing meaningful reports; statistical sampling, proper use of internal records and secondary sources of information. Heavy emphasis on the practical application of theory.

BA 424 INVESTMENTS 3-0-3 Prereq. BA 325 or Ec 303

Emphasis is placed on the various classes of investments available to the investor and the sources and uses of investment information. Various methods of fundamental and technical analysis are studied. Theoretical and practical approaches enable the student to evaluate specific investments and fluctuations in security markets.

BA 444 OPERATIONS RESEARCH 3-0-3 (See CS 444)

BA 466 PRODUCTION MANAGEMENT 3-0-3 Prereq. Ac 108, BA 366, and Ec 102

A critical study of management decision-making techniques, emphasizing the practical application of scientific methods to analysis of production activities. Areas include resource allocation, production cycle, diversification and simplification, plant layout and process control.

BA 467 PERSONNEL ADMINISTRATION 3-0-3

Analysis of the principles, concepts and theories concerned in the selection, training and maintenance of a work force in the private and public sectors. Laboratory sessions will be concerned with the application of personnel administration to real-life problems.

BA 468 INDUSTRIAL AND LABOR RELATIONS 3-0-3

Introductory analysis of labor economic theory, employment relationships, union philosophy, structure and function, and the interrelated interests of management, union, workers and the community in the private and public sectors.

BA 498 SEMINAR IN MARKETING MANAGEMENT 3-0-3 Prereq. BA 215 and P.O.I.

This course attempts to survey the literature in consumer behavior, quantitative methods in marketing and marketing and public policy. Student presentations and reports are an important part of the course.

BA 499 SEMINAR IN MANAGEMENT 3-0-3 Prereq. P.O.I.

Advanced study focusing on current management concepts and contemporary problems in the business enterprise. Various topics in organization theory, social responsibility, morality and ethics in business, business policy, etc., will be selected in the area of the students' interest.

BA 481 490 INDEPENDENT STUDY Variable credit. Prereq. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of business.

BUSINESS EDUCATION

BEd 101 ELEMENTARY GREGG SHORTHAND 3-0-3

An intensive study of Gregg Shorthand; emphasis upon learning the alphabet, constructing outlines, abbreviating devices, dictation of connected material, reading of shorthand, and improving nonshorthand elements of transcription—spelling, punctuation, word usage, and grammar. The course is recommended for students who have had no formal training in Gregg Shorthand.

BEd 111 ELEMENTARY TYPEWRITING 2-2-3

Training in fundamental typewriting techniques; machine operation, keyboard technique, work drills, letter forms, tabulation, and manuscript form. The course is designed for students who have had no formal training on the typewriter.

BEd 201 INTERMEDIATE GREGG SHORTHAND 3-0-3 Prereq. BEd 101 or P.O.I.

An intensive study of Gregg Shorthand; emphasis upon developing the student's ability to take (write) dictation on unfamiliar material rapidly, transcribing accurately on the typewriter, and improving spelling, punctuation, word usage, and grammar.

BEd 211 INTERMEDIATE TYPEWRITING 2-2-2 Prereq. BEd 111 or P.O.I.

A concentrated training on the typewriter; business letters, special communication forms, technical papers, business reports, tables, business forms, executive communications and application forms.

BEd 221 MATHEMATICS FOR BUSINESS EDUCATION 3-0-3

A course devoted to developing understanding and manipulative ability in the concepts normally included in secondary school business mathematics. Topics include: discounts; mark-up and mark-down; simple and compound interest; presentation of business data (charts and graphs); denominate numbers; square root.

BEd 301 ADVANCED GREGG SHORTHAND 3-0-3 Prereq. BEd 201 or P.O.I.

A thorough review of shorthand theory, dictation and transcription practices. Emphasis given to methods and materials used in teaching shorthand in the secondary school.

BEd 311 ADVANCED TYPEWRITING 3-0-3 Prereq. BEd 211 or P.O.I.

The building of production-level skill with emphasis given to methods and materials used in teaching typewriting in the secondary school.

BEd 321 BUSINESS COMMUNICATIONS 3-0-3

Emphasis is on effective and functional written and oral business communications. Physchological factors, positive qualities of communications, dictating messages, employment applications, sales messages, written and oral reports, letters and communications skills are stressed.

BEd 371-380 SPECIAL PROBLEMS 3-0-3

A directed learning experience designed to allow the student to explore a current topic of special relevance in the field of business education.

BEd 421 OFFICE PRACTICE 3-3-0 Prereq. BEd 111 or P.O.I.

Opportunity is provided for: the preparation, presentation and evaluation of business practices and procedures; and an acquaintanceship with modern business machines, materials and supplies.

BEd 481-490 INDEPENDENT STUDY Variable Credit Prereq. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topics in the field of business education.

ED 215 FOUNDATIONS OF SECONDARY EDUCATION 4-3-5 Prereq. Psy 105

(see Department of Education, Ed 215)

BEd 305 PRACTICUM IN SECONDARY EDUCATION: BUSINESS, 4 credits

A thorough consideration of the methods of teaching business subjects in secondary schools including the selection and adaptation of curriculum materials. (Also see Department of Education, Ed 305)

BEd 472 PROFESSIONAL INTERNSHIP, SECONDARY, 12 credits

(see Department of Education, Ed 472)

COMPUTER SCIENCE

CS 105 INTRODUCTION TO FORTRAN 1-0-1

Basic concepts of FORTRAN (FORMULA TRANSLATOR—A Scientific Oriented Language) are introduced so students can use the computer as a problem solving tool. For students who plan to take no additional CS courses.

CS 115 PRINCIPLES OF UNIT RECORD PROCESSING 3-0-3

A study of data processing utilizing unit record equipment. Included will be a study of keypunch, sorter, collator, reproducer, interpreter, calculator and accounting machine funtions. Emphasis will be given to report processes in a system framework.

CS 125 INTRODUCTION TO COMPUTER PROCESSING 3-0-3

Emphasis is placed on utilizing the computer in data processing. Topics include computer logic, computer mathematics, storage, input/output devices, and a thorough knowledge of FORTRAN programming concepts. (Students who passed CS 105 will be given only 2 credits.)

CS 215 COBOL PROGRAMMING 3-0-3 Prereq. CS 125

A study of a high level, problem orientated language, COBOL (*CO*mmon *B*usiness *O*riented *L*anguage). Emphasis will be placed on the rules and structure of the language. Several programs will be written during the course.

CS 302 INTRODUCTION TO SYSTEMS ANALYSIS 3-0-3 Prereq. CS 125

An analysis and design of computer based information systems. The analysis will include a study of information requirements, design approaches, processing methods, data management and control of operations.

CS 315 PROGRAMMING BUSINESS APPLICATIONS 3-0-3 Prereq. CS 215

A thorough study and documentation of applications such as payroll, accounts receivable, accounts payable, etc. using COBOL as a programming language. Various techniques of *data management* will be demonstrated. Several programming assignments will be required during the semester.

CS 401 THE COMPUTER IN MANAGEMENT DECISIONS 3-0-3 Prereq. AC 108, BA 248, BA 325 and CS 125

Application of specific quantitative techniques and the digital computer to today's business problems. Emphasis will be placed on programming and simulating decision or control criteria. The course is structured toward simulating a total model of the firm.

CS 444 OPERATIONS RESEARCH 3-0-3 Prereq. BA 248, CS 125 and Calculus

Application of advanced quantitative techniques to the decision making process. Emphasis is placed on linear programming, allocation models, transportation models, inventory models, queuing models, etc.

CS 481-490 INDEPENDENT STUDY Variable credit Prereq. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of computer science.

ECONOMICS

Ec 101 PRINCIPLES OF ECONOMICS I 3-0-3

A beginning course in the principles and problems of economics. Topics covered: basic fundamentals of supply and demand; structure and operation of the United States economic system; national income accounting; Keynesian employment theory; fiscal policy; money, banking and monetary policy; economic growth.

Ec 102 PRINCIPLES OF ECONOMICS II 3-0-3 Prereq. Ec 101 or P.O.I.

A continuation of the study begun in Ec 101. Topics covered: supply and demand; consumer behavior; market structures (competition, oligopoly, monopoly); theory of the firm; costs of production; resource pricing; selected domestic economic problems.

Ec 201 INTRODUCTION TO MATHEMATICAL ECONOMICS 3-0-3 Prereq. Ec 101, Ec 102 and MA 121 or MA 117

An application of algebra and elementary calculus to economic principles in order to enable the student to understand and present the basic assumptions of economic analysis in terms of mathematical symbols.

Ec 301 INTERMEDIATE MICROECONOMIC THEORY 3-0-3 Prereq. Ec 101, Ec 102 and MA 121 or MA 117

An in-depth study of price theory and resource allocation in a free enterprise system. Coverage extended to include discussions of distribution of income, consumer behavior analysis, market stability, firm behavior, welfare economics and general equilibrium condition. Emphasis given to extension and application of theory to current economic problems.

Ec 302 INTERMEDIATE MACROECONOMIC THEORY 3-0-3 Prereq. Ec 101, Ec 102 and MA 117 or MA 121

Development of tools of economic analysis with emphasis on the Keynesian model and post-Keynesian developments. An analysis of inflation, measurement of macroeconomic variables, public policy and debt management are included. Dynamic analysis is introduced particularly in the development of Robertsonian models and growth theory.

Ec 303 MONEY AND BANKING 3-0-3 Prereq. Ec 101 and Ec 102 or P.O.I.

A study of money and the banking system of the United States; emphasis on the Federal Reserve System, monetary theory, theory of income determination, basic principles of international finance, and an evaluation of the role of monetary policy.

Ec 304 PUBLIC FINANCE 3-0-3 Prereq. Ec 101

An application of macroeconomic theory to the problems of Federal taxation, public expenditures, debt management and fiscal dynamics and growth.

Ec 306 HISTORY OF ECONOMIC THOUGHT 3-0-3

Economic science as it developed from the classical tradition of Smith, Ricardo, and Malthus to the modern economic of Keynes and Schumpeter. Methodological issues and post-Keynesian developments are also included.

Ec 307 INTERNATIONAL ECONOMICS 3-0-3 Prereq. Ec 101 and Ec 102 or P.O.I.

An introduction to the basis and importance of international trade and relations, international payments, and national and international controls: the course provides a combination of theory and policy, presenting the theoretical foundations of international economics as a prelude to the examination of policy.

Ec 308 COMPARATIVE ECONOMIC SYSTEMS 3-0-3 Prereq. Ec 101 or P.O.I.

Examination, criticism and appraisal of alternative economic systems; capitalism, socialism, communism and mixed economic systems.

Ec 309 INTRODUCTION TO ECONOMETRICS 3-0-3 Prereq. Ec 101, Ec 102 and MA 151

An application of basic statistical procedures to mathematically formulated economic theories (models) to measure their parameters and test their validities.

Ec 371-380 SPECIAL PROBLEMS 3-0-3

A course designed to allow students to explore topics and problems of current relevance in the area of economics.

Ec 481-490 INDEPENDENT STUDY Variable Credit Prereq. Approval of Department Chairman and Dean of the Faculty

Designed to allow the student to do independent study and research on a problem or topic in the field of economics.

MEDICAL SECRETARIAL SCIENCE

HC 101 ORIENTATION TO MEDICAL PROCEDURES 3-0-3

An introduction and overview to the profession of medical secretary. Medical terms and procedures in office protocol.

HC 109 MEDICAL ACCOUNTING-BOOKKEEPING 3-0-3

Record keeping and bookkeeping which is standard for doctors and dentists will be examined. Financial statements and reports unique to the medical profession will also be studied.

HC 219 MEDICAL TYPEWRITING 3-0-3

A course designed to cover specific details of typing required by the medical profession.

HC 272 PRACTICUM, 6 credits

The student will be placed in a doctor's or dentist's office for practical experience for a portion of a semester.

HEALTH CARE MANAGEMENT

HC 311 ORGANIZATIONS AND AGENCIES OF HEALTH CARE 3-0-3

The course is designed to acquaint persons interested in health care with an overview of the individual agencies and organizations which input to and influence the delivery of health care. It includes exposure to and discussion of the role and function of hospitals, nursing homes, clinics, community agencies, third party payors, government, allied health professionals, and consumers concerned with the provision of health care.

HC 312 INSTITUTIONAL FACILITY PLANNING AND DESIGN 3-0-3

The course is planned to provide the student with an understanding of the planning process necessary to insure that the community is provided with adequate health facilities at reasonable cost and with a minimum of duplication. Once the planning process has been explored, the construction process will be discussed and reviewed to insure that the student becomes familiar with the specialized nature and needs of the health facility.

HC 321 HEALTH SERVICES AND MEDICAL TEAM APPROACH 3-0-3

The course will be a study of the administrative aspects of medical care organization. It will be concerned with the types of services provided under such arrangements as private medical practice, hospitals, group medical practice, public health agencies, public welfare medical care, voluntary health agencies, the distribution of health personnel, the utilization of services by different categories of the population, and administrative solutions to problems in the rational coordination of services to meet new or unfilled needs.

HC 322 HEALTH LAWS, ISSUES AND PUBLIC POLICIES 3-0-3

An examination of important laws, issues and public policies pertinent to health care management, with attention to regulatory authority, liability, social policy and operation of programs.

Hc 472 INTERNSHIP, 12 credits

The student will be placed within a nursing home or hospital in a practical setting for a period of approximately one semester.

DEPARTMENT OF CHEMISTRY

Emeritus: Stambaugh

Professors: Spangler, Ranck, Proctor, Hedrick

Associate Professor: Reeder

Chemistry may be studied at Elizabethtown as a field of specialization leading to careers in chemical research in industry or the academic world or as preparation for careers in the professions of medicine, medical technology, allied health, chemical management, law, teaching at the elementary or secondary levels, and many other endeavors. Standard programs have been formulated in these areas, and individual programs may be formulated to suit the student's particular career goals. Several popular standard programs are listed below.

Those students who wish to do intensive work in the Chemistry Department should see their chemistry advisor to plan the sequence of courses in chemistry, mathematics, physics, and allied sciences, which will be of greatest advantage to them. Intensive work in chemistry requires courses in mathematics to include calculus and early courses in physics. In addition, pre-medicine requires several courses in the biological sciences. The teaching sequence requires early planning to insure the proper spacing of education courses.

Medical Technology

The curriculum preparing students for medical technology in cooperation with American Society of Clinical Pathologists accredited hospitals has been recorded at the Board of Registry of Medical Technologists. A student who completes the three-year curriculum (100 semester hours) successfully and a twelve-month period of study in an American Society of Clinical Pathologists and Elizabethtown College approved hospital, will be granted a B.S. Degree upon the recommendation of the Pathologist or teaching supervisor of the approved hospital and the Program Director of the College. Elizabethtown College is affiliated with Harrisburg Hospital, York Hospital, Lancaster General Hospital, St. Joseph's Hospital (Lancaster, Pa.), Polyclinic Hospital (Harrisburg, Pa.), West Jersey Hospital (Camden, N.J.), and Abington Hospital. These affiliations are recorded with the Board of Schools of Medical Technologists. Admission to these and other approved hospitals is on a competitive basis.

A student may complete a fourth year (optional) on campus prior to entering the clinical year. An additional 28 semester hours are required and the B.S. degree will be granted upon successful completion of the four-year college program.

The teaching method of the courses taught by this department is under constant revision and updating to keep abreast of the latest and best pedigogical methods. This includes a very definite sequence of courses as each course is built upon its predecessors.

Curriculum

All curricula require the CORE of courses as listed on page 14 for the B.S. degree and a minmum of the courses listed below plus elective courses to equal 128 semester hours, excepting three-year medical technology option.

	Chemistry courses required	Related courses required; competency to the indicated level required.
a. Industrial or Graduate School	Ch 101-102, 201-202, 341, 343, 344, 351, 352, 401, 422, and 451 or 491	Modern language (German preferred or Russian or French) 202, CS 105, Ma 201, Ma 222 and Phy 212
b. Pre-medicine	Ch 101-102, 201-202, 341, 343, 344, 351, and 352 Ch 451 or 491 or 4 additional credits in biology with approval	Modern language (German preferred) 202, CS 105, Ma 222, and Phy 211, 6-8 credits in Biology beyond Bio 104

c. Teaching Secondary	Ch 101-102, 201-202, 341, 343, 344, 351, and 352	Modern language (German preferred) 202, CS 105, Ma 222 and Phy 211, Psy 105, Ed 215, 305, and 472
d. Chemical Physics	Ch 101-104, 201, 341, (or Phy 403), 343, 344, 351, 352	Modern language (German preferred) 202, CS 105, Ma 201, 222, 321 (or 362), Phy 212, 344, plus two courses from the following: (7 semester hours minimum; Ch 401, 422, 451, 491, Ma 362, Phy 404, 407, 408, 490)
e. Medical Technology	Ch 101-102, 201-202, 301, 322 (Ch 312 recommended)	Bio 103-104, 205, plus 253 or 209 or 215 or 316, Ma 101** or Ma 121, and Phy 112 **In this curriculum Ma 101 or Ma 121 is defined as meeting the core mathematic requirement instead of six credits. Core and electives to total 100 semester hours; clinical internship minimum, 28 semester hours.
4th year option, add Ch 312		Biology—one additional course, and Ma 151 Core and electives to total 128 semester hours
f. The Elementary area of concentration in Chemistry includes Ch 101, 102, 201, 202, and any 8 additional credits in chemistry for which prerequisites are satisfied.		
g. Chemistry Management	Ch 101-102, 201-202, 341, 343, 344, 351-352	Modern Languages (German preferred, French, Russian) 202, CS 105, Ma 121, 122, 222, Phy 112, 211, Ac 107, BA 215, 325, 332, 361, 366, 466, Ec 102
h. Options for other careers may be individualized for students by consultation with their advisor and the department chairman.		

COURSES OF INSTRUCTION

Ch 101 General Chemistry 3-3-4 Prereq. High School Algebra or equivalent

Ch 102 General Chemistry 3-3-4 Prereq. Ch 101

Ch 104 GENERAL CHEMISTRY 3-3-4 Prereq. Ch 101

A study of the principles of Chemistry from the viewpoint of the modern theory of atomic and molecular structure. Ch 101 will be taken by all students during the first semester and either Ch 102 or 104 must be taken during the second semester. Ch 102 will treat in detail the principles of chemical equilibria in aqueous solutions and must be taken by all students who will take either Ch 201 or Ch 301. Ch 104 is designed for the student who will take no further courses in Chemistry and will include brief treatments of Organic Chemistry and other selected topics which are otherwise studied in depth in several advanced Chemistry courses.

Ch 201 ORGANIC CHEMISTRY 3-3-4 Prereq. Ch 102

Ch 202 ORGANIC CHEMISTRY 3-3-4 Prereq. Ch 201

A study of the compounds of carbon, aliphatic and aromatic; their properties, synthesis, structures, uses and mechanisms of their reactions and applications of instrumental methods.

Ch 301 QUANTITATIVE ANALYSIS 2-8-4 Prereq. Ch 102

Principles and practices of laboratory determinations by gravimetric, volumetric, colorimetric, and instrumental methods of chemical analysis together with the mathematical basis for these procedures. Methods and determinations chosen will be appropriate to the student's major field of study.

Ch 312 INSTRUMENTAL ANALYSIS 2-8-4 Prereq. Ch 301

Analysis through the use of modern instruments and techniques. Emphasis on chemical and physical theory that makes instruments useful. Three main areas of study are spectrophotometry, potentiometry, and electronics.

Ch 322 BIOCHEMISTRY 2-6-4 Prereq. Ch 202 and Ch 301 or Ch 351

An introduction to the chemistry of living matter. Includes the structures, properties, and metabolism of proteins, lipids, carbohydrates, and nucleic acids as they are currently understood. Some techniques required to investigate these structures, properties and metabolic processes are also included.

Ch 341 CHEMICAL EQUILIBRIUM AND KINETICS 3-0-3 Prereq. Ch 102, Ma 222, Phy 211

An introduction to thermodynamics as applied to chemical equilibria in ideal and nonideal, homogeneous and heterogeneous systems; ionic solutions and electrochemistry; rate equations and their molecular basis.

Ch 343 INTRODUCTION TO QUANTUM THEORY 3-0-3 Prereq. Ch 102, Ma 222, Phy 212

An introduction to the principles of quantum theory, radiation, atomic spectra, and the extranuclear structure of the atom; special topics, including relativity, rate processes, and/or statistical thermodynamics.

Ch 344 CHEMICAL BONDING AND THE STRUCTURE OF MATTER 3-0-3 Prereq. Ch 343 or (Ch 102 or Ch 104, and Phy 403).

Chemical bonding including ionic bonding, the valence-bond and molecular orbital theories of covalent bonding, and intermolecular forces; methods of determination of molecular structure including spectroscopy, magnetic resonance spectroscopy, and diffraction methods; liquid and solid states of matter.

Ch 351 ADVANCED CHEMISTRY LABORATORY I 2-8-4 Prereq. CS 105; Coreq. Ch 341, Ch 343

Ch 352 ADVANCED CHEMISTRY LABORATORY II 2-8-4 Prereq. Ch. 351; Coreq. 344

Ch 451 ADVANCED CHEMISTRY LABORATORY III 0-16-4 Prereq. Ch 352

A sequence of courses integrating synthetic, analytical, physical, organic, inorganic, biochemical, and radiochemical laboratory practices to the solution of chemical problems. Individual problems may require from three to ten weeks of laboratory work and have been selected because of their variety of methods and techniques required and the number of points at which the problem becomes a subject for further investigation or original research. Appropriate instruction is provided when new methods and techniques are first encountered. The chemical literature, digital computers, and statistical methods are introduced during the first semester and used extensively thereafter. Maintenance of a good laboratory record is stressed. The student is required to use modern instrumentation such as the infrared spectrophotometer, gas chromatograph, x-ray diffractometer, NMR spectrometer, and analog computer. All experimental work is conducted on an individual basis. By the time a student has completed Ch 451 he should be familiar with the basic laboratory practices appropriate for a chemist at the Bachelor's level.

Ch 371-380 SPECIAL TOPICS IN CHEMISTRY Variable Credit Prereq. P.O.I. and Department Chairman

Directed study of a topic, experimental or theoretical, of special interest to the student in advanced undergraduate chemistry.

Ch 401 ADVANCED INORGANIC CHEMISTRY 3-0-3 Prereq. Ch 344

A study of the elements and their compounds based upon atomic and molecular structures.

Ch 422 ADVANCED ORGANIC CHEMISTRY 3-0-3 Prereq. Ch 202 & Ch 344

A study of organic reactions based upon experimental and advanced theoretical studies.

Ch 491 RESEARCH IN CHEMISTRY 0-16-4 or more Prereq. Ch 352 and P.O.I.

Ch 492 RESEARCH IN CHEMISTRY 0-16-4 or more Prereq. Ch 451 or Ch 491 and P.O.I.

Research in chemistry under the close supervision of a member of the faculty. Subjects for research are chosen in an area of interest to both the student and the faculty member and usually are the outgrowth of a problem encountered in an earlier course or are related to the faculty member's personal research. Experimental design is required of the student and construction of apparatus is frequently necessary. A written report is required and a seminar presentation may be required.

Ed 305 PRACTICUM IN SECONDARY EDUCATION: SCIENCE 6-3-6 (See Education)

COMMUNICATION ARTS PROGRAM

Program Statement: The primary aim of the Communication Arts Program, involving the areas of speech, theatre, journalism, and broadcasting, is to assist students in developing the ability to communicate effectively in a democratic society. The program is conceived as a liberal arts study designed to fit the student to lead a meaningful and productive life on personal, interpersonal, and public levels.

The program lays strong foundations for careers in the professions, government, public or social service, the ministry, counseling, business and industry, and education.

In addition, the program offers activities which are open to the entire college community: play production, forensics and debate, and radio broadcasting.

It will be noted that after completion of the core there are no required courses listed under degree requirement. They have purposely been omitted in order that students might, in their junior and senior years, be given individual direction in course selection. Several tracks have been developed so that a student desiring a particular program suited to his own needs might, through his advisor's help, select a track and present it to the program chairman for approval. The Secondary Education Program has received temporary approval by the State Department of Education.

I. Requirements for a BA in Communication Arts

Total hours—39
- I. 24 hours in Communication Arts
  - A. Required Courses—12 hours
    1. Com 105—Speech
    2. Com 151—Invitation to the Theatre

3. Com 241—Introduction to Broadcasting
4. Com 231—Journalism

B. 12 hours from the Communication Arts Program

II. 15 hours—electives

A. These courses are to be selected according to the folowing conditions:

1. The student will be required to submit *in writing* to his advisor, the rationale for selecting courses, and how they would relate to his overall program, the goals, and the objectives which he has established for himself in consultation with his advisor.
2. This rationale must be approved by the advisor and chairman of the program and would go into his advisee folder.

II. Requirements for a BA in Communication Arts with Secondary Education Certification

Total Hours—42

I. Core—18 hours

A. Com 155—Speech
B. En 342—Linguistics (or)
ML 379—Psycholinguistics
C. En 307d, e—Survey of English Literature
D. En 307a, b, c—Survey of American Literature (6 hours)

II. Track—24 hours—Students may select from the following as of January, 1973 (new tracks are currently under development)

A. Literature—Drama*
B. Speech-Drama
C. Theatre-Drama
D. Speech-Theatre

III. Requirements for an Elementary Education Concentration in Communication Arts

Total hours—24

A. Com 105	3 hrs.
B. Speech (Com 201, 204, 205, 301, 302)	6 hrs.
C. Theatre (Com 151, 152, 251, 252, 265, 352, 354)	6 hrs.
D. Broadcasting & Journalism (Com 231, 232, 241, 242, 247)	3 hrs.
E. Electives (Any Communication Arts Course)	6 hrs.

Program Statement: Any student majoring or concentrating in Communication Arts is expected to actively participate in the various extra-curricular activities sponsored by the program.

COM 105 SPEECH 3-0-3

An introduction to the study of effective speaking; emphasis upon proper articulation, poise, interpretative reading, listening, speaking from notes, preparing outlines and organizing speeches.

---

* A student selecting this track must submit his proposed course selection to the chairman of the English Department as well as the Program Chairman for approval.

COM 151 INVITATION TO THE THEATRE 3-0-3

An introductory course dealing with the theatre as a social experience, its place in history, and its current role in our society. A brief history of the theatre and its vocabulary is also covered. Trips to area productions will be an essential part of the course.

COM 152 HISTORY OF THE THEATRE 3-0-3

A course dealing with the plays, playwrights, actors, and designers of the theatre with emphasis on the development of Western theatre. Oriental theatre will also be considered.

COM 201 ADVANCED SPEECH AND DEBATE 3-0-3 (Offered alternate years)

A consideration of processes and techniques of effective communication practice with emphasis upon argumentation.

COM 204 GENERAL SEMANTICS 3-0-3

A course designed to develop an understanding and awareness of the interrelationship between ideas, language, and behavior. The symbolic nature of words will be explored. Techniques developed by Alfred Korzybski and refined by Hawakawa, Lee and others will be examined, including non-allness, abstracting, and various types of reactions.

COM 205 APPLIED SPEECH 0-0-1 P.O.I.

A maximum of four semester hours may be earned by satisfactory, faculty-supervised performance in forensic activity.

COM 231 JOURNALISM 2-2-3

An introductory study of news media and news values, with emphasis on effective reporting through the analysis and writing of news stories, editorials, and feature articles.

COM 232 WRITING FOR TELEVISION AND RADIO 3-0-3

A basic course designed to introduce the student to the varied kinds of on-air writing within the broadcasting industry including news, special features, commercials, and promotional material and other continuity for both on and off-air purposes.

COM 241 INTRODUCTION TO BROADCASTING 3-0-3

A basic course covering general background, history and philosophy of television and radio in the United States with particular emphasis on news, FCC and industry regulation and control, station and network operation, related fields such as advertising and audience research, public broadcasting, cable and satellite television.

COM 242 RADIO AND TV PRODUCTION 2-2-3

Principles and theories of radio and TV blocking, casting, rehearsing and production methods. Emphasis will be on radio production for the 73-74 year.

COM 247 MASS COMMUNICATIONS AND SOCIETY 3-0-3

An examination of the impact of Mass Media (magazines, newspapers, comic books, film, radio and TV) on society, with particular emphasis on Television's role in society.

COM 251 STAGECRAFT AND LIGHTING 2-2-3

A course in the techniques and theories used to stage and light a production. Set construction and current lighting effects will be studied. The course will be directed towards the non-professional theatrical situation.

COM 252 BASIC ACTING 2-2-3

A course designed to acquaint the student with the various methods of acting that have been used since the beginning of theatre. Emphasis will be on the present methods; Stanislavski, Brecht, the "Method," etc. Students will be expected to participate in a number of class projects involving the memorization of parts.

COM 265 COLLEGE THEATRE PRACTICUM ½-3-½
(May be repeated for up to 4 hours credit)

Campus play-producing organization offering membership to all students. Supervised experience in the presentation of college and student productions in the areas of directing, acting, and technical theatre skills.

COM 301 ORAL INTERPRETATION 3-0-3 (Fall, alternate years)

A course dealing with with the oral presentation of literature emphasizing the primacy of literature; the importance of the interpreter's mature reaction to it; his intelligent analysis of it, and his meaningful verbalizing of it. As to practical application, the value is readily apparent for anyone who must do public reading, e.g., teachers, clergymen, businessmen, public speakers, and announcers.

COM 302 DISCUSSION AND GROUP DYNAMICS 3-0-3 (Spring, alternate years)

A laboratory approach to the study of small group behavior and to the role of leadership in inter-personal relations designed to allow students in many disciplines to discover better methods to be employed as both a discussant and a leader in discussion.

COM 352 DRAMATIC PRODUCTION 2-2-3 P.O.I. (Alternate years)

A course in the techniques of directing and producing plays in which students (depending upon class size) would be expected to mount two or three one-act productions. The course would culminate in a campus production of some type. The course will be directed towards the non-professional theatrical situation.

COM 354 DIRECTING P.O.I. 2-2-3 (Alternate years)

Principles and theories of stage movement, blocking, casting, rehearsing, and directing the work of actors and others connected with theatre production. Students are required to direct scenes in class, and in laboratory direct a one-act play in connection with the Acting class (Com 252).

COM 371-380 SPECIAL PROBLEMS IN COMMUNICATION ARTS Variable Credit

A course deisgned to allow the student to pursue topics of special relevance.

COM 481-490 INDEPENDENT STUDIES IN COMMUNICATION ARTS P.O.I.
Variable Credit

This course is designed to give the individual student the opportunity to pursue work in an area of major interest under the guidance of a member of the Communication Arts Department.

DEPARTMENT OF EDUCATION

BACHELOR OF SCIENCE

Professors: Rice *(Chairman),* Ziegler

Associate Professors: Callenbach, Graham, Bowers, Fox

Assistant Professors: Gau, Merritt

Clinical Professors in Secondary Education:
  Business Education, C. Kreider
  Communication & English Education, Black
  Languages
  Mathematics, Dolan
  Science, Hoffman
  Social Studies, Mumford

Coordinator of Elementary Education: Merritt

Coordinator of Secondary Education: Graham

EDUCATION

The department offers three major certification programs: Early Childhood (N-3), Elementary (K-6), Secondary (7-12). The programs project the student deeply into the liberal arts rather than withholding him from them. The programs seek to bring the student to a high level of professional competence by bringing together in a creative way the student, the school, and the content to be learned.

Admission to Teacher Education Program

Each applicant who is planning to teach must declare his intention to the Department of Education not later than the completion of Education 205, (or 215) Foundation of Education, by filing the written application for admission to the Teacher Education Program and meeting the qualifications of the Committee on Teacher Education. The criteria formulated by the Committee on Teacher Education are listed below. Applicants who do not meet the requirements, or who fail to maintain the required progress levels, are counseled out of the teacher education program and directed into other areas of endeavor.
The criteria are as follows:

1. Approval of the major department for prospective secondary school candidates
2. English and speech proficiency
3. Good physical and mental health
4. Scholarships: a grade point average of 2.0 or better
5. Personal qualifications: Approval from the Offices of Student Personnel and recommendation of members of the Teacher Education Faculty.

Progress toward program completion

1. A student will not be recommended for certification if he has any grade below "C" in the teaching major after completion of the 100 level courses.
2. The student is evaluated at the conclusion of each semester after admission to the Teacher Education Program. The student may be counseled out of the program at any time if, in the opinion of the Teacher Education Faculty, he is not making adequate and acceptable progress.
3. Admission to the Teacher Education Program is not automatic because of application and completion of Education 205 or Education 215. Each applicant is individually evaluated and must possess a q.p.a. of 2.0 or above to be eligible for subsequent courses.
4. Admission to the Teacher Education Program does not imply that the

student will be guaranteed completion of the program and certification. A student may be advised to withdraw from the program at any time if the Teacher Education Faculty determines that it is in the best interest of the College, the program, and the student.

CERTIFICATION PROGRAM REQUIREMENTS

The Secondary Certification Program

A. General Studies as projected by the College.

B. Academic major as outlined by each department which supports a certification program.

C. Professional Education sequence as follows: Ed 215, Ed 305, Ed 472

The Elementary Education Major

Requirements for a B.S. in Elementary Education are the following:

A. General Studies as projected by the College.

*B. Area of Concentration of 24 semester hours.

C. Professional Education sequence as follows: Ed 205, Ed 225, Ed 325, Ed 335, Ed 355, Ed 365, Ed 471, Ed 498-499, Ma 211, Ma 212

The Early Childhood Education Major

Early childhood education encompasses the total growth and development of the child from birth through eight years of age. The Early Childhood Education major is designed to prepare 1.) classroom teachers for nursery school, kindergarten and grades one, two, or three in both public and private schools, and 2.) teachers in Day Care Centers, Child Welfare Centers, Child Development Centers, Head Start, Follow Through, and any other child care centers. The program leads to a nursery-kindergarten-primary (N-K-3) teaching certificate.

The requirements for a B.S. degree in Early Childhood Education are as follows:

A. General Studies Program as projected by the college. Students must take Ma 211-212 (Concepts in Modern Mathematics) to fulfill their math requirements. Psy 225 (Developmental Psychology)* must be selected as part of the social science requirement and Psy 205 (Educational Psychology) is strongly recommended.

B. Professional Education sequence as follows: Ed 205, 225, 315, 325, 335, 355, 365, 471, 498-99.

*C. Area of Concentration. Students must complete a concentration of 24 semester hours.

NOTE: Students may not major in both Elementary Education and Early Childhood Education.

---

* A section of Developmental Psychology will be designed for Early Childhood Education majors. One credit of Ed 225, Education Practicum, will be a co-requisite.

Special Education Certification

Elizabethtown College in cooperation with Millersville State College provides an opportunity for our prospective teachers to become certified through Millersville's Special Education Program. Prospective teachers in Early Childhood or Elementary Education may be certified in a) Mental Retardation, b) Emotionally Disturbed, or c) both Mental Retardation and Emotionally Disturbed.

The certification requires attendance at Millersville State College for two summer schools and an extended 3-week period of student teaching. Each student will have to fill out special application forms and be recommended by the department before being accepted into the program. A recommended sequence of course work to be taken at Millersville may be obtained from the department of education.

COURSES OF INSTRUCTION

Ed 205 FOUNDATIONS OF EDUCATION 4-0-4 Prereq. Psy 105

This course will involve the student in a study of some of the historical, philosophical, sociological, and psychological bases of education.

Ed 215 FOUNDATIONS OF SECONDARY EDUCATION 4-3-5 Prereq. Psy 105

This course will introduce the students to both problems and theory of secondary education with an emphasis upon the development of teaching skills and an involvement in public school education through in-school observations.

NOTE: Admission to the Teacher Education Program is a prerequisite to any other Education course.

Ed 225 EDUCATION PRACTICUM Variable Credit

The student will be involved within the preschool or elementary classroom basically as a paraprofessional. In addition he will study and prepare work in the area of instructional media. Both classroom experience and on-campus study will be integrated in the practicum seminar. Most students will take this course as their first field experience for four credits. (3-3-4) Early childhood students will also take one credit of practicum in conjunction with Psy 225.

Ed 305 PRACTICUM IN SECONDARY EDUCATION 4 semester hours

The student will devote his study in two specific areas: the instructional methodology of his academic discipline and in-school observation as a teacher aide. The methdology and the classroom work will be integrated as preparation for teaching his academic major and will be under the guidance and direction of a clinical professor representing the academic major. Prerequisite to the professional semester.

Ed 315 EARLY CHILDHOOD EDUCATION 3-3-4 Prereq. Psy 225

A study of preschool and kindergarten programs emphasizing the setting, the child, and the special needs and approaches of early childhood education. On-campus study will be coordinated with observation/participation experience in early childhood settings.

**Ed 325 SCIENCE FOR THE PRESCHOOL AND ELEMENTARY CHILD 4-0-4

A study of the concepts, procedures, and materials of science for the preschool and elementary child.

**Ed 335 MATHEMATICS FOR THE PRESCHOOL AND ELEMENTARY CHILD 4-0-4

A study of the concepts, procedures, and materials of mathematics for the preschool and elementary child.

**Ed 355 LANGUAGE ARTS FOR THE PRESCHOOL AND ELEMENTARY CHILD 4-0-4

A study of the concepts, procedures, and materials in the language arts for the preschool and elementary child. The communication skills of reading, writing, speaking and listening will be explored in an eclectic approach.

**Ed 365 SOCIAL STUDIES FOR THE PRESCHOOL AND ELEMENTARY CHILD 4-0-4

A study of the concepts, procedures, and materials of social studies for the preschool and elementary child.

NOTE: Students in Elementary Education and Early Childhood Education will complete those portions of Ed 325, Ed 335, Ed 355, Ed 365 which are applicable to their certification area.

Ed 371-380 SPECIAL PROBLEMS IN EDUCATION Variable Credit Prereq. P.O.I.

This course involves those subjects chosen in response to student and faculty interests.

Ed 471 PROFESSIONAL INTERNSHIP, PRESCHOOL AND ELEMENTARY 12 semester hours

The student will be involved in observation, participation, and student teaching in a preschool and/or elementary classroom for 12 weeks. The student must be enrolled in a four-semester-hour corequisite elective (Ed 498-499) in education.

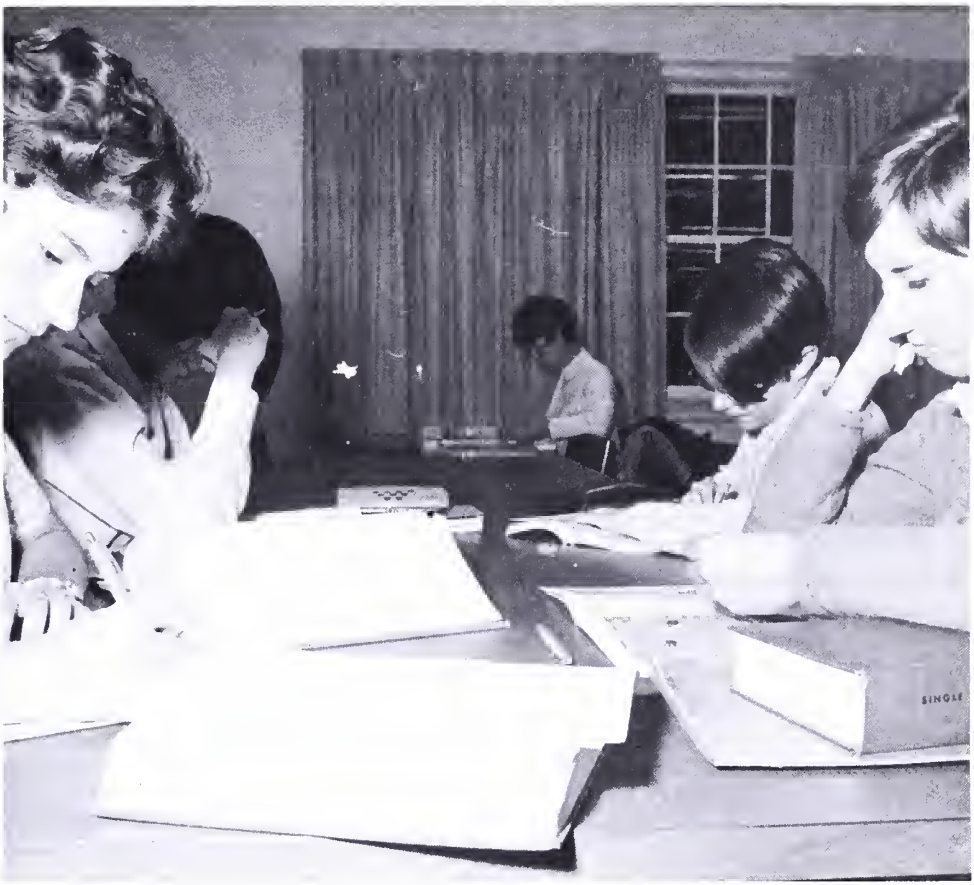
Ed 472 PROFESSIONAL INTERNSHIP, SECONDARY 12 semester hours

The student will be involved in observation, participation, and student teaching in the public school. The 12-week period will involve the student as a teacher under the guidance of a master teacher from the public school and a clinical professor. A weekly seminar is a part of the professional semester. Required of all students wishing to teach in secondary schools, certification is offered in the following fields: Communication Arts, English, Foreign Languages, Business Education, Mathematics, Music Education, Science and Social Studies.

Ed 498-499 SENIOR SEMINAR Variable Credit

Senior seminar designed to give students an opportunity to pursue work in an area of major interest. Possible topics to be covered in the work of the course could include Community Agencies and Education, Children's Literature, Early Childhood Education, Trends and Developments in Education, Creative Expression, Simulation in Education.

** Corequisites.



DEPARTMENT OF ENGLISH

Emeriti: Schlosser, Bomberger

Professors: Dwyer, C. Campbell, Poe, J. Campbell, Maxfield *(Chairman)*

Associate Professors: Russell, Wenger

Assistant Professors: Black

The Department of English, in keeping with the objectives of the College, recognizes its responsibility of not only educating students in the effective use of the English language, but also in contributing to their cultural growth. Accordingly, proficiency in the communication skills (reading, writing, speaking, and listening) creative reading and appreciation of literature may be considered as fundamentally the aims of the instructional program.

The major types of literature are studied; the works of individual authors are covered; the various periods of English literature are treated. A critical and analytical approach to the study of English and American literature is stressed and maintained.

a. Students preparing to teach English on the secondary level are given a thorough and comprehensive knowledge of an experience in the discipline which they are planning to teach.

b. By giving the student who wishes to teach many elective privileges, the department gives a broad intellectual horizon on which to base professional performance.

A.B. with Major in English

ENGLISH MAJOR

Following is the program for a major in English or a major in English with certification in Seconadry Education: 42 semester hours.

En 105 INTRODUCTION TO LITERATURE (normally prerequisite to all literature courses)	3 hours
En 307 AMERICAN LITERATURE (6 hours)	6 hours
En 307d-307e LITERARY HISTORY OF BRITAIN	6 hours
En 309 LITERARY CRITICISM	3 hours
ELECTIVES: free electives in the English Department	24 hours
	42 hours

Secondary Certification

In addition to requirements for the English major, students preparing to teach English on the secondary level are required to take the following courses for certification:

En 305a TEACHING OF LANGUAGE AND COMPOSITION	3 hours
Ed 215 FOUNDATIONS OF SECONDARY EDUCATION	5 hours
Ed 305 PRACTICUM IN SECONDARY EDUCATION: LITERATURE METHODS SEMINAR	4 hours
Ed 472 PROFESSIONAL INTERNSHIP (student teaching)	12 hours
	24 hours

Area of Concentration

Program for the 24-hour Area Concentration in English for Elementary Education Majors: General Education requirements are counted as part of the 24 hours of concentration. The English Area of Concentration for an Elementary Education major provides the student with a broad background in literature, and, at the same time, gives opportunity for some study in depth.

En 105 INTRODUCTION TO LITERATURE	3 hours
En 307 AMERICAN LITERATURE (6 hours)	6 hours
En 306d LINGUISTICS	3 hours
ELECTIVES: free electives in the English Dept.	12 hours
	24 hours

COURSES OF INSTRUCTION

En 100 EXPOSITORY WRITING 3-0-3
A course in the principles of writing compositions, mostly in expository and persuasive discourse, designed as an elective for any student and recommended for students not passing the proficiency examination.

En 105 INTRODUCTION TO LITERATURE 3-0-3 normally prerequisite to all literature courses

A study of the short story, novel, drama and verse, intended to develop the student's ability to analyze, evaluate, and appreciate literature.

En 301 STUDIES IN BACKGROUNDS OF LITERATURE

A study of the effect of a significant event or a related series of works or events upon subsequent literary works.

a. Classical Literature in Translation 3-0-3
This course includes a general study of classical mythology and those works of seminal importance to English literature, such as the *Iliad,* the *Odyssey*, the *Aeneid, and Metamorphoses.*

b. Biblical Backgrounds of Literature 3-0-3
An examination of the many literary types contained in both the Old and New Testaments and their profound influence on western culture.

c. Concepts of the Renaissance 3-0-3 Alternate years: offered 1974-75. Spring
A study of the intellectual and cultural changes that produced those "ruling ideas" of the Renaissance which profoundly affected the literature of the 16th century in Britain. Representative non-dramatic writers are studied with emphasis on Spenser.

*d. Folk Literature 3-0-1
A study of the myths, legends, stories, proverbs, superstitions, ballads, cowboy songs, plant, animal, and weather lore, and customs, primarily in American folklore. Some attention will be given to the elements in literature borrowed from folklore.

En 302 STUDIES IN LITERARY FORMS

Intensive exploration of the nature and evolution of a selected literary form, e.g., the poem, the novel, the play.

a. The Rise and Development of English Drama to 1900 3-0-3 Alternate years: offered 1973-74. Fall
A study of representative English plays which still hold the stage, exclusive of Shakespeare, from the Medieval period to the 20th century. Special emphasis is placed on the great flowering of English drama in the Elizabethan and Jacobean periods.

b. The Rise and Development of the English Novel 3-0-3 Alternate years: offered 1974-75. Fall
A study of selected masterpieces as works of prose art, as turning points in the development of form, and as reflections of the age.

c. An Intensive Analytical Reading of Poems 3-0-3
A course which seeks to develop the student's capacity to read and respond to the individual poem accurately and sensitively by requiring him to make intensive semantic, syntactic, and interpretational analyses of a number of individual poems of many different varieties and drawn from many different periods.

En 303 STUDIES IN LITERARY MOVEMENTS AND ATTITUDES

Study of a group of literary works representative of a particular movement, point of view, or attitude: a body of material in which there are important similarities in emotional, aesthetic, or intellectual content.

a. The Seventeenth Century 3-0-3 Alternate years: offered 1973-74. Spring
Since Milton towers over the 17th century, the other writers tend to, in the usual 17th century course, be given only a passing nod. This course seeks to remedy that injustice by studying Donne, Vaughan, Herbert, Sir Thomas Browne, Bacon, Hobbes, etc. (minus Milton).

b. The Restoration and Eighteenth Century 3-0-3 Alternate years: offered 1974-75. Fall
The poetry and prose of the Restoration and Eighteenth Century, excluding the novel and drama.

c. The Romantic Movement, 1789-1832. 3-0-3
A study of selected writings of Blake, Wordsworth, Coleridge (Byron, Shelley, Keats, the poets whose works most significantly embody the central concepts and achievements of Romanticism (for example, the validity of the imagination, importance of the individual, the changed relationship to nature).

d. Victorian Poetry, 1832-1900. 3-0-3 Alternate years: offered 1973-74. Spring
A study of Victorian poetry fom Tennyson to Hardy with special emphasis on the response of the poet to the conflict, controversy, an industrialization of the age. A few relevant prose works will be briefly considered.

e. Victorian Prose, 1832-1900. 3-0-3 Alternate years: offered 1974-75. Spring
Inquiry and Dissent, particularly in relation to the industrialized society as portrayed by both fictional and non-fictional prose authors. Works studied are selected from, but not limited to, the writings of Carlyle, Dickens, Arnold, Ruskin, George Eliot, Disraeli, Kingsley, Mill, and Gaskell.

f. Modern Drama 3-0-3
A study of drama from the realism of Ibsen through naturalism, expressionism, and symbolism to the current avant garde theatre.

g. Contemporary Poetry 3-0-3
A careful consideration of at least three major 20th century poets as well as selections from writers who have published within the last twenty years.

h. Contemporary Novel 3-0-3
A study of the work of major novelists of the 20th century with emphasis upon the development of the novel as an art form.

En 304 STUDIES IN INDIVIDUAL AUTHORS

Consideration of a significant and coherent portion of the work of a single author. Authors not already listed may be offered as a one credit course.

a. Chaucer 3-0-3 Alternate years: offered 1974-75 Fall
A critical consideration of the art and achievement of Chaucer through a study of a representative selection of his works.

b. Shakespeare I 3-0-3

c. Shakespeare II 3-0-3

A critical consideration of the art and achievement of Shakespeare through the study of a representative selection of his plays.

d. Milton 3-0-3 Alternate years: offered 1973-74 Fall
A critical consideration of the art and achievement of Milton through a study of a representative selection of his works.

*e. Dante 3-0-1
A study of *The Divine Comedy* as an epic, including the intricacy of its vast design, and its imaginative power.

*f. Hardy 3-0-1
Three novels and selections of Hardy's poetry will be studied.

*g. Keats 3-0-1
His letters, sonnets, odes, and narrative poems will be closely examined.

*h. Dickens 3-0-1
Three or four representative novels will be studied.

*i. Wordsworth 3-0-1
Both his revolutionary views of poetry and his poems, including the *Prelude,* will be studied.

*j. Byron 3-0-1
A study of Byron's poetry, with special emphasis on the lyrics, narratives, and dramatic poetry.

En 305 STUDIES IN THE TEACHING OF ENGLISH

Study of methods and materials related to the teaching of English at the secondary school level.

a. Teaching of Language and Composition 3-0-3
A seminar that deals with the inductive teaching of language in terms of the

---

* Asterisk indicates a one credit course.

various grammars and their utilization in a systematic approach to teaching communication.

b. Literature in the High School 3-0-2
Orientation to the spectrum of literature available for teaching at the high school level. Representative works from the classics, literary genres, Black literature, folklore, and science fiction are read and analyzed for inclusion in the high school curriculum. Emphasis is placed upon the need for the teacher to formulate critical standards in evaluating traditional, as well as innovative, literature in the public schools.

En 306 STUDIES IN LANGUAGE AND COMPOSITION

Study of different aspects of language and composition.

a. Advanced Composition 3-0-3
A course in the principles of non-fictional prose writing for students who wish to improve their skills. Research methods, critical analysis and practice in writing are stressed.

b. Creative Writing (poetry) 3-0-3 Fall
A course to instruct the student in the production of original written works of poetry, and to acquaint him with literary terminology.

c. Creative Writing (prose) 3-0-3 Spring
A course to instruct the student in the production of original written works of prose, and to acquaint him with literary terminology.

d. Linguistics 3-0-3
An investigation of English language and usage to the present time, with stress on structural, phonetics, morphology, syntax, applied linguistics, and dialectology.

En 307 STUDIES IN A NATIONAL LITERARY TRADITION

Consideration of a significant portion of the tradition of the literature of one nation.

a. The American Romantic Movement 3-0-3
A study of the beginnings of American Literature and its development up to the Civil War. An emphasis is placed on an analysis of representative works by Hawthorne, Poe, Emerson, Melville, and Thoreau.

b. The Rise of Realism in American Literature 3-0-3
A study of American Literature from the Civil War to approximately 1920. An emphasis is placed on an analysis of representative works by Whitman, Dickinson, Mark Twain, James, Crane, Robinson, and Frost.

c. Experimentalism in American Literature 3-0-3
A study of American Literature from 1920 to the present. An emphasis is placed on an analysis of representative works by Hemingway, Eliot, Cummings, Faulkner, Williams, Stevens, Mailer, and Nabokov.

d. Literary History of Britain I 3-0-3

e. Literary History of Britain II 3-0-3
Emphasis on the development of the literature of Britain, the rise of literary forms, the importance and influence of major writers, and the relation of literature to political and cultural history.

f. Major British Writers 3-0-3 (not offered 1973-74)
A study of selected works of six outstanding writers chosen to represent the diversity and significance of the English literary contributions to western culture, Chaucer, Shakespeare, Milton, Swift, a Romantic poet, and a contemporary author are included.

g. Dramatic Literature of Ireland 3-0-3
A study of selected Irish dramatists.

En 308 STUDIES IN PROBLEMS OF LITERATURE

Consideration of a particular problem as it appears in literature. Problems not already listed may be offered as one credit courses.

a. Women and Literature 3-0-3
A course which seeks to explore the effects on women writers and readers of a male dominated literary tradition.

b. Madness in Literature 3-0-3
A course which explores the thematic and structural use of madness in specific literary works and which also considers the effect of mental illness on the literary productions of selected writers.

c. Mortality and Immortality in Literature 3-0-3
An exploration of man's attempt to deal with the problems of existence. Works will be selected from various ages and countries.

d. Arthurian Legend 3-0-3 Alternate years: offered 1973-74 Spring
A study of the treatment of King Arthur and the Knights of the Round Table in works by Malory, Tennyson, Arnold, Morris, Twain, Lowell, and other 19th century writers.

*e. Victorian Humor 3-0-1
An examination of some of the important Victorian comic writings. Whether it provoked belly-laughter or the shy smile of irony, Victorian humor aimed to satirize vice and folly.

*f. The Search for Faith 3-0-1
In 19th century England the search for meaning in the modern world gave rise to a vast body of literature ranging from the "God is dead" attitude of Hardy to the ecstatic religious faith of Hopkins. Darwin's *Origin of Species* played an important role in disrupting traditional values. Works by Tennyson, Newman Carlyle, James Thomson, Hardy, Swinburne, and other writers will be studied.

En 309 LITERARY CRITICISM 3-0-3

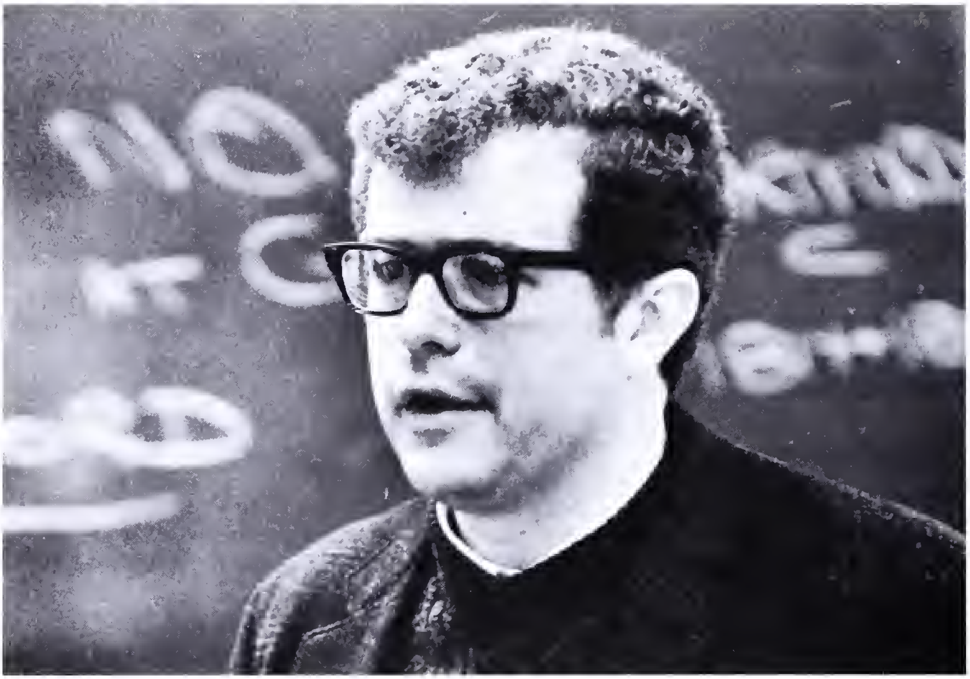
Studies in the methods of literary criticism, the aim of which is to enable students to develop for themselves a sound approach to literature.

En 481-90 INDEPENDENT STUDIES IN ENGLISH Variable Credit

This course is designed to give the individual student the opportunity to pursue work in an area of major interest under the guidance of a member of the English Department.

---

* Asterisk indicates a one credit course.



DEPARTMENT OF HISTORY

Professors: Zaccano, Mumford *(Chairman),* Kreider

Associate Professors: Swank, Vassady

Assistant Professors: Poole, Winpenny

The study of history particularly encourages the student to critically assess the relationships between facts and ideas, and also to orient himself intelligently in time. The departmental program is designed to prepare students for further study or for careers in teaching, government service and business.

A.B. with Major in History

The history major requires the student to satisfactorily complete 39 hours of work in history, including Hi 105 (or its equivalent) and Hi 390. He is required to select nine hours in United States history; nine hours in European history, and six hours in non-U.S., non-European courses.

History is one of the major areas in the social science major which prepares a student for certification to teach in secondary schools. All students who wish to teach social studies must have at least twelve hours in history regardless of their major area. The courses must include Western Civilization (Hi 105) and United States History (Hi 201-Hi 202). Twenty-four hours of history is required if history is chosen as the major area in the social sciences. The hours must include the following:

> Hi 105, Hi 201, Hi 202, Hi 390, one European history beyond the Western Civilization (Hi 105), and one course in non-United States and non-European History. Six hours are elective. It is suggested that an Afro-American history course be chosen as an elective.

It is also possible for the student to acquire a B.A. in History as a history major and receive teaching certification in the social studies. See a member of the history department faculty for an explanation of this possibility.

Area of Concentration

For the elementary education concentration the department requires satisfactory completion of 24 hours, including Hi 105 or its equivalent. The student must complete nine hours of United States history, including Hi 201-202; three hours of European history beyond Hi 105; and three hours in a non-U. S., non-European area. The other six hours are history electives.

Any deviation from the requirements outlined above must have the approval of the History Department.

Combinations which allow the student a major in history and training for a career outside the field of history are possible. For example, a student may major in history and also complete the basic core program in business. Student should consult with a member of the History Department faculty for more information.

COURSES OF INSTRUCTION

Hi 105 TOPICS IN THE HISTORY OF WESTERN CIVILIZATION 3-0-3
A highly selective approach to the long-range developments and to the major problems of our Western heritage.

Hi 201 HISTORY OF THE UNITED STATES 3-0-3

Hi 202 HISTORY OF THE UNITED STATES 3-0-3

An introductory survey of American economic, intellectual, political, and social developments. The second term begins at 1877.

Hi 205 MODERN FAR EAST 3-0-3

A general survey of China, Japan, Korea, and Southeast Asia from about 1800 to the present with special emphasis on East-West relations.

Hi 213 THE RENAISSANCE AND REFORMATION 3-0-3

Readings and discussion about government, society, and thought in Renaissance Italy particularly in Florence; the northern humanists as critics of society, servants of princes, or religious reformers; and the religious unrest which culminated in the sixteenth century religious upheaval known as the Protestant Reformation.

Hi 214 THE AGE OF ABSOLUTE MONARCHY 3-0-3

Readings and discussion about the political, social and religious problems and policies of Divine-Right monarchs and the struggles for power between the kings and estates during the Age of Baroque and the Age of Reason. The emphasis will be on Stuart England and Bourbon France.

Hi 215 ENGLISH HISTORY 3-0-3

Hi 216 ENGLISH HISTORY 3-0-3

A consideration of the entire span of English History from the most ancient times to the present with special attention to the development of parliamentary government.

Hi 306 RECENT HISTORY OF THE UNITED STATES: 1914 TO THE PRESENT 3-0-3

An intensive study of the political, social, cultural and economic development of the United States from 1914 to the present.

Hi 313 TSARIST RUSSIA 3-0-3

The development of Russia from its medieval origins to the Revolution, with emphasis placed upon the development of Tsarist institutions and society.

Hi 314 SOVIET RUSSIA 3-0-3

A study of the Russian Revolution and the building of the new society, with emphasis on the Soviet Union's position in the modern world.

Hi 317 REVOLUTION, NATIONALISM, AND DEMOCRACY 3-0-3

A survey of the history of Nineteenth Century Europe from the Congress of Vienna to World War I, with particular emphasis on the conservative reaction to the French Revolution, the movement towards democracy, and surging nationalism.

Hi 318 THE AGE OF ANXIETY 3-0-3

An examination of Europe in the Twentieth Century including a general survey of both World Wars and their effect on Twentieth Century society. The focus is on the rise to totalitarian ideologies, the plight of democracy, and the depression.

Hi 323 HISTORY OF CHINA 3-0-3

A broad survey of Chinese history and culture from the beginning to the present. The study includes political, economic, social, religious, and philosophical development as well as the response of China to the western impact.

Hi 324 HISTORY OF JAPAN 3-0-3

A broad survey of Japanese history and culture from the beginning to the present. The study includes political, economic, social, religious, and philosophical development as well as the response of Japan to the western impact.

Hi 327 HISTORY OF AFRICA 3-0-3

A survey of the history of Africa, with special emphasis on the growth of African states and empires, the impact of Islam, and the development and break-up of the age of imperialism.

Hi 328 HISTORY OF LATIN AMERICA 3-0-3

A concentration on Latin American development since Independence, with stress placed on the twentieth century political and economic developments as they relate to United States policy.

Hi 330-339 STUDIES IN UNITED STATES HISTORY 3-0-3

Special studies in areas of United States history which are of interest to students and faculty. Some of these courses might be: Civil War, The American Revolution, American Economic History, Violence in America, Urban History, etc.

Hi 340-349 MINORITIES IN UNITED STATES HISTORY 3-0-3

These courses will be taught on the basis of student interest and request along with faculty interest and competence. They could include a general course on minorities and special courses such as the American Indian, Afro-American History, the Woman in History, Southern History, etc.

Hi 371-380 SPECIAL PROBLEMS 3-0-3

This course involves special subjects chosen as a response to student and faculty interest. It may be repeated for credit.

Hi 390 HISTORICAL METHODS AND HISTORIOGRAPHY 3-0-3

A thorough examination of the problems involved in the development of the historical concept through the ages, the means employed by historians in pursuit of their craft, and finally, the study of the historians themselves. Students will prepare several research papers as assigned by the instructor. Required of junior majors in history, and concentrates in history.

Hi 403 A HISTORY OF UNITED STATES FOREIGN RELATIONS 3-0-3

A study of the major developments in the international relations of the United States from colonial times to the present day.

Hi 406 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES 3-0-3

An examination of the major social and intellectual movements in the United States from the colonial period to the present. Special attention will be given to the different moods and attitudes of the people of the United States throughout their history.

Hi 411 GREEK AND ROMAN HISTORY 3-0-3

A study of the rise of Hellenic culture from its genesis to the flowering of the classical age in the fifth and fourth centuries (B.C.) and the political and social institutions of Rome from the foundings of the city through the Age of Constantine. The emphasis will be on the writings of classical historians such as Herodotus, Thucydides, Livy, and Tacitus.

Hi 412 MEDIEVAL HISTORY 3-0-3

A study of medieval institutions from the Norman Conquest to the fifteenth century emphasizing such topics as the Gregorian revolution in the Church, the feudal monarchy, law, represenative government, and the rise of universities.

Hi 481-490 INDEPENDENT STUDY Variable Credit P.O.I.

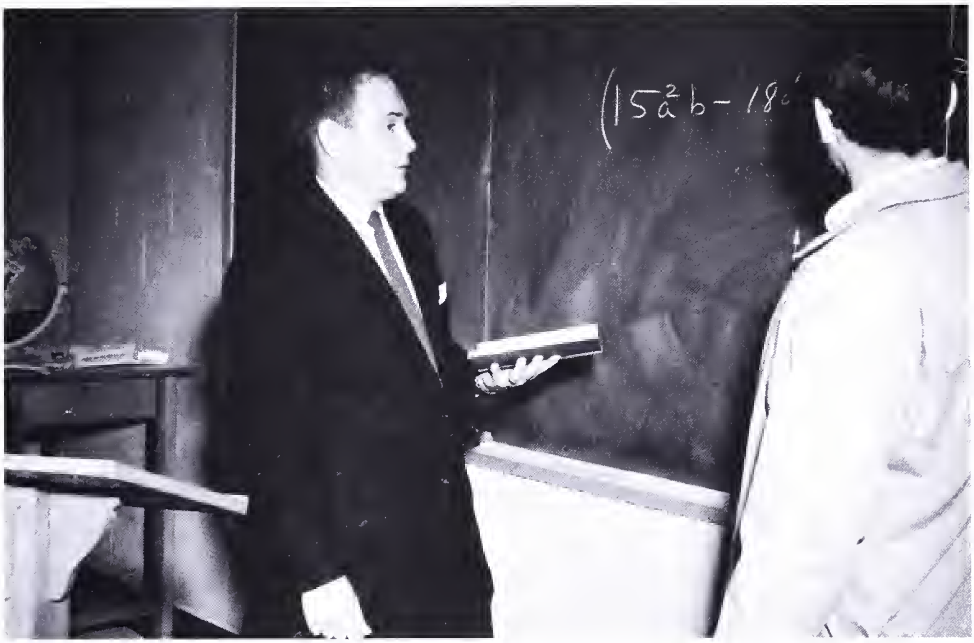
Designed to offer an opportunity to make use of techniques of historical interpretation in specific problem areas. Approval of the Dean of the Faculty is necessary.

Hi 498-499 HISTORY SEMINAR 3-0-3

A special course designed primarily for (but not limited to) senior majors in the department. Research is an integral part of the learning experience.

Ed 305 PRACTICUM IN SECONDARY EDUCATION: SOCIAL STUDIES 3-3-4

(See Education)



DEPARTMENT OF MATHEMATICS

Professors: Bossler, D. Koontz *(Chairman)*, Shubert

Associate Professors: Dolan, J. Koontz, Blaisdell, Morse

Assistant Professors: Beery, Witman

The program in mathematics is designed to prepare the mathematics major for graduate study, secondary school teaching, or industry and government employment; to offer students in the sciences the mathematical background for their fields; and to give other students experience with mathematical reasoning and methods. Instruction is designed to aid in the development of self-reliance, initiative, and confidence as well as to provide mathematical information.

B.S. with Major in Mathematics

Mathematics: Minimum of 36 hours distributed as follows:

Ma 121, 122, 201, 222, 421 and completion of one of the following options.

Option 1—Ma 301, 302, 422, 441 and 6 hours from other 300 or 400 mathematics courses. Students contemplating graduate work should plan to complete option 1.

Option 2—(This option is required for Secondary Education Certification.) Ma 301, 341, 351, either 302 or 422 and 6 hours from other 300 or 400 mathematics courses.

Option 3—Ma 351, 352, 321, 362, 422 and 3 hours from other 300 or 400 mathematics courses. This option is intended for students contemplating employment in industry or government upon graduation.

It is possible, of course, by proper selection of courses, to complete more than one option.

Modern Language: 6 hours in one language.

Computer Science: CS 125.

Area of Concentration

Requirements: A minimum of 24 hours: Ma 121, 151, 201, 211, 212, 341 and the remaining must be chosen from Ma 101, 122, 301, 302, 421. Ma. 301 and 302 may be substituted for Ma 211 and 212.

COURSES OF INSTRUCTION

Ma 001 REVIEW MATHEMATICS 3-0-0

Designed for the students who do not have sufficient competency in secondary school mathematics to prepare them for Ma 101. This course may not be taken for college credit and is graded on a Pass/No Pass basis.

Ma 101 ELEMENTARY FUNCTIONS 4-0-4

This is a precalculus study of the idea of a function and of particular classes of functions: polynomials, rational functions, algebraic functions, logarithms, general powers, exponential and trigonometric functions. These are studied using algebra and coordinate geometry techniques. Normally, this course is taken only by those students who plan to take Ma 121 and are not prepared to do so.

Ma 117 CONCEPTS OF CALCULUS I 4-0-4

Ma 118 CONCEPTS OF CALCULUS II 4-0-4 Prereq. Ma 117

A presentation of the basic concepts and techniques of differential and integral calculus. The functions and their applications studied are limited to those most likely to occur in such areas as business, economics, the life and social sciences; namely, the algebraic, exponential, and logarithmic.

Ma 121 CALCULUS I 4-0-4 Prereq. Ma 101 (competency)

Ma 122 CALCULUS II 4-0-4 Prereq. Ma 121

Differential and integral calculus of the elementary functions with associated analytic geometry. This sequence is intended primarily for majors in mathematics or the physical sciences. This is not intended to exclude interested and capable students from other areas.

Ma 151 PROBABILITY AND STATISTICS 3-0-3

A study of the basic principles of probability, frequency distributions, measures of location and dispersion, sample and population relationships, estimation, and hypothesis testing.

Ma 161 MATHEMATICS OF FINANCE 3-0-3

Simple interest, logarithmic computation, compound accumulation and present value, general annuities, certain bonds, sinking funds, and introductory life insurance and life annuities.

Ma 201 LINEAR ALGEBRA 3-0-3 Prereq. Ma 121

An introduction to linear algebra including matrices, determinants, applications to systems of linear equations, and linear transformations.

Ma 211 CONCEPTS IN MODERN MATHEMATICS I 3-0-3

Ma 212 CONCEPTS IN.MODERN MATHEMATICS II 3-0-3 Prereq. Ma 211

A course designed primarily to provide mathematical training for prospective elementary school teachers. Explains the mathematics behind the content of modern elementary school mathematics programs. Includes mathematical reasoning, sets and relations, structure of number systems, algorithms, number theory, geometry and other topics.

Ma 222 CALCULUS III 4-0-4 Prereq. Ma 122

A continuation of Ma 122. The completion of the basic topics of the calculus sequence including an introduction to differenital equations and calculus of several variables.

Ma 301 ABSTRACT ALGEBRA I 3-0-3 Prereq. Ma 201

Ma 302 ABSTRACT ALGEBRA II 3-0-3 Prereq. Ma 301

A study of fundamental set theory, relations, mappings, groups, construction of number systems, integral domains, divisibility, congruences, modular arithmetics, fields, polynomials over integral domains and over fields, vector spaces, linear transformations.

Ma 321 APPLIED MATHEMATICS 5 3-0-3 Prereq. Ma 222

Ma 322 APPLIED MATHEMATICS II 3-0-3 Prereq. Ma 321 or P.O.I.

A study of selected topics in fields of mathematics relevant to problems arising in engineering and the physical sciences. Included are standard methods for solving ordinary differential equations and boundary value problems. Other topics will be selected from the following areas: power series solutions of differential equations, the Laplace transformation, vector analysis and matrices, line and surface integrals, Fourier series, partial differential equations, and complex variables.

Ma 341 MODERN GEOMETRY 3-0-3 Prereq. Ma 201

Euclidean and non-Euclidean geometry from a modern viewpoint, acquainting the student with the development of geometric thinking during the past twenty centuries and with recent discoveries.

Ma 351 MATHEMATICAL STATISTICS I 3-0-3 Prereq. Ma 222

Ma 352 MATHEMATICAL STATISTICS II 3-0-3 Prereq. Ma 351

The first semester is a study of probability and distribution theory, including the uniform, geometric, binomal, hypergeometric, negative binomial, multinomial, Poisson, exponential, Gamma, chi-square, Student's t, Snedecor's F, and normal distributions. The second semester is a study of principles of statistical inference with an emphaiss on estimation and hypothesis testing.

Ma 362 NUMERICAL ANALYSIS 3-0-3 Prereq. Ma 201, Ma 222, CS 125

Iterative methods of solving equations, numerical methods of linear algebra, interpolation with polynomials, numerical differentiation and integration, along with numerical solutions or ordinary differential equations.

Ma 371-380 SPECIAL TOPICS IN MATHEMATICS Variable Credit Prereq. Permission of the Department of Mathematics

Directed study in topics of special interest to advanced undergraduate mathematics students.

Ma 421 REAL ANALYSIS I 3-0-3 Prereq. Ma 201, Ma 222

Ma 422 REAL ANALYSIS II 3-0-3 Prereq. Ma 421

Introduction to modern abstract theory of calculus. Careful analysis of the concepts and properties of point sets, sequences, limits, continuity, derivative, integration, sequences of functions, functions of several variables.

Ma 441 TOPOLOGY 3-0-3 Prereq. Ma 201, Ma 222

Introduction to general point set topology. Includes continuity, compactness, connectedness, and the separation axioms.

Ma 481-490 INDEPENDENT STUDY Variable Credit

Ed 305 PRACTICUM IN SECONDARY EDUCATION MATHEMATICS 6-3-6 (See Education)

DEPARTMENT OF MODERN LANGUAGES

Associate Professors: Arbuckle, Goodling, Graupera, Daiga

Assistant Professors: Van Vliet *(Acting Chairman)*

The Department of Modern Languages serves: 1) B.A. candidates with a major in languages, 2) students preparing for a teaching career in languages, 3) students whose degree programs require studies in languages, 4) students doing language study to broaden their cultural background. The courses in languages and related subjects are designed to provide training in the language, literature, and civilization, whereby the student may gain an understanding and appreciation of the life and thought of the people.

A.B. with Major in Modern Language

The Department of Modern Languages offers instruction in French, German, Spanish, Italian, and Russian with majors in French, German, and Spanish. A major in the department may be met by one of two means: it may include 30 credit hours in one language above the 201-202 level; or 18 credit hours of a first language above 201-202 and 12 credit hours of a second language above 101-102. If Russian, Italian, or Portuguese are taken as a second language, the 12 hours will include the elementary course. Language majors are encouraged to complement their program with courses in history, humanities, philosophy, other languages and literatures, and to participate in the Brethren Colleges Abroad or the Latin American Area Studies Program.

Departmental majors must include the following courses: 301-302, 331—in the major language. A minimum of 15 hours above 201-202 must be taken in residence at Elizabethtown College.

Area of Concentration

Elementary education majors who elect modern languages for their area of concentration must take 24 hours including 101-102. Two languages may be used toward the concentration requirement provided that 301-302 is completed in one language.

Intermediate Credit by Examination

Upon successful completion of the Modern Language Association Cooperative Foreign Language Test, (form MA for two years college equivalency), a student may obtain six credits for the 201-202 level in the target language. This examination is administered by the department during the Freshmen Orientation Week at a cost of $10.00 per student. It may be taken at any other time during the college year for the general college fee of $20.00 A student should have at least 3 solid years of high school language or one solid year of college language before attempting this examination. NOTE: ANY STUDENT WISHING ADVANCED PLACEMENT IN THE DEPARTMENT MUST PASS THIS EXAMINATION.

COURSES OF INSTRUCTION

FRENCH

Fr 001 REMEDIAL FRENCH 3-1-0

Fr 002 REMEDIAL FRENCH 3-1-0

Fr 101 ELEMENTARY FRENCH 3-1-3

Fr 102 ELEMENTARY FRENCH 3-1-3 Prereq. Fr 101

An audio-lingual approach for students beginning the study of French in college. Includes pronunciation, grammar, pattern drills, and graded reading selections.

Fr 201 INTERMEDIATE FRENCH 3-1-3 Prereq. Fr 102 or equivalent*

Fr 202 INTERMEDIATE FRENCH 3-1-3 Prereq. Fr 201

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing. Classroom and language laboratory procedures incorporate and develop the listening, speaking, and writings skills. Grammar is reviewed supplementarily.

---

* Equivalency is met by successful completion of at least two years of high school French; 2) completing 101-102 or 001-002 with a passing grade; 3) passing successfully the MLA Cooperative Foreign Language test form LA (for one year college equivalency), administered like the MA form (see paragraph on intermediate credit by examination). Proficiency granted but *No* credit for the LA form.

Fr 301 CIVILIZATION, CONVERSATION AND COMPOSITION 3-0-3 Prereq. Fr. 202, equivalent or P.O.I.

Fr 302 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. 301 or P.O.I.

Oral discussion based on texts dealing with contemporary French culture; oral and written comparisons with the student's own culture; development of fluency in speaking and competency in writing French, including a study of idioms, problems in grammar and syntax, and vocabulary building.

Fr 331 LINGUISTICS 3-0-3 Prereq. Fr 302, equivalent or P.O.I.

A survey of linguistic methods as well as a study of phonetics; training in the improvement of pronunciation.

Fr 371-380 SPECIAL PROBLEMS Variable Credit

Courses designed to allow the student to pursue topics of special relevance not otherwise covered in the curriculum. Offered when student interest and faculty availability justify.

Fr 401 SURVEY OF FRENCH LITERATURE 3-0-3 Prereq. Fr 302 or P.O.I.

Fr 402 SURVEY OF FRENCH LITERATURE 3-0-3 Prereq. Fr 302 or P.O.I. Offered on request

A survey of the major literary trends and a study of the major authors in the light of significant developments in French history and civilization.

Fr 418 FRENCH LITERATURE OF THE MIDDLE AGES AND RENAISSANCE 3-0-3 Prereq. Fr 302 or P.O.I. Offered Spring 1974.

Readings from great prose and poetry of the Middle Ages and Renaissance periods.

Fr 421 FRENCH LITERATURE OF THE AGE OF LOUIS XIV 3-0-3 Prereq. Fr 302 or P.O.I. Offered fall 1973.

A survey of the Golden Age of French Literature, with special attention to Corneille, Racine, Moliere, La Rochefoucauld, La Fontaine and La Bruyere.

Fr 422 FRENCH LITERATURE OF THE AGE OF REASON 3-0-3 Prereq. Fr 302 or P.O.I. Offered Spring 1975.

Readings and discussion of the "esprit philosophique" in the Age of Enlightenment, as illustrated in the writing of Fontenelle, Montesquieu, Voltaire, Rousseau, and others.

Fr 431 FRENCH LITERATURE OF THE NINETEENTH CENTURY 3-0-3 Prereq. Fr 302 or P.O.I. Offered upon request.

Romanticism, Realism, and Symbolism with selections from the writings of Chateaubriand, Lamartine, Hugo, Flaubert, Baudelaire, Stendhal, Balzac, Verlaine, Rimbaud.

Fr 432 FRENCH LITERATURE OF THE TWENTIETH CENTURY 3-0-3 Prereq. Fr 302 or P.O.I. Offered Fall 1974.

The more recent literary tendencies of France as exemplified in the poetry of Valery, Apollinaire, Cocteau, Prevert; in the plays of Claudel, Giraudoux, Sartre; in the novels of Proust, Gide, Mauriac, Saint-Exupery, Camus.

Fr 481-490 INDEPENDENT READINGS Variable Credit

Courses selected to fill the needs of individual seniors and to supplement their selection of courses. An opporutnity for senior majors to undertake an independent project in some area of French literature.

GERMAN

Ge 001 REMEDIAL GERMAN 3-1-0

Ge 002 REMEDIAL GERMAN 3-1-0

Ge 101 ELEMENTARY GERMAN 3-1-3

Ge 102 ELEMENTARY GERMAN 3-1-3 Prereq. Ge 101

An audio-lingual approach to the study of the structure of the language. Includes pronunciation, grammar, pattern drills, and reading selections dealing with the historical, cultural, and social aspects of life in Germany.

Ge 201 INTERMEDIATE GERMAN 3-1-3 Prereq. Ge 102 or equivalent*

Ge 202 INTERMEDIATE GERMAN 3-1-3 Prereq. Ge 201

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing. The classroom and the language laboratory procedures incorporate and develop the listening, speaking, and writing skills. Grammar is reviewed supplementarily.

Ge 301 CIVILIZATION, CONVERSATION AND COMPOSITION 3-0-3 Prereq. Ge 202, equivalent or P.O.I.

Ge 302 ADVANCED CONVERSATION AND COMPOSITION 3-0-3 Prereq. Ge 301 or P.O.I.

Oral discussion of topics dealing with contemporary German culture, intensive practice in speaking and writing everyday German, including a study of idioms, problems in grammar and syntax, and vocabulary building.

---

* Equivalency is met by 1) successful completion of at least two years of high school German; 2) completing 101-102 or 001-002 with a passing grade; 3) passing successfully the MLA Cooperative Foreign Language test form LA (for one year college equivalency), administered like the MA form (see paragraph on intermediate credit by examination). Proficiency granted but *No* credit for the LA form.

Ge 331 LINGUISTICS 3-0-3 Prereq. 302, equivalent or P.O.I.

A survey of linguistic methods as well as a study of phonetics; training in the improvement of pronunciation.

Ge 371-380 Same as above

Ge 401 SURVEY OF GERMAN LITERATURE 3-0-3 Prereq. Ge 302 or P.O.I.

Ge 402 SURVEY OF GERMAN LITERATURE 3-0-3 Prereq. Ge 302 or P.O.I. Offered on demand

A survey of the major literary trends and a study of the major authors in the light of significant developments in German history and civilization.

Ge 411 GERMAN CLASSICISM AND ROMANTICISM 3-0-3 Prereq. Ge 302 or P.O.I. Offered Fall 1973.

Ge 412 GERMAN CLASSICISM AND ROMANTICISM 3-0-3 Prereq. Ge 302 or P.O.I. Offered Spring 1974.

Reading of representative works of the period, with emphasis on authors such as Lessing, Goethe, Schiller and Heine.

Ge 413 GERMAN DRAMA OF THE NINETEENTH CENTURY 3-0-3 Prereq. Ge 302 or P.O.I. Offered upon request.

Ge 414 GERMAN DRAMA OF THE TWENTIETH CENTURY. 3-0-3 Prereq. Ge 302 or P.O.I. Offered upon request.

A close examination of the dramas of Grillparzer, Hebbel, Hauptmann, Brecht, Durrenmatt, Frisch, and others.

Ge 417 GERMAN LITERATURE SINCE GOETHE 3-0-3 Prereq. Ge 302 or P.O.I. Offered Fall 1974.

Ge 418 GERMAN LITERATURE SINCE GOETHE 3-0-3 Prereq. Ge 302 or P.O.I. Offered Spring 1975.

Reading and discussion of the works by German Realists, Naturalists, Expressionists, and contemporary authors.

Ge 422 EARLY GERMAN LITERATURE 3-0-3 Prereq. Ge 302 or P.O.I.

A survey of German literature from the beginning to the time of Goethe, with emphasis on the medieval epic and/or Baroque drama and poetry.

Ge 481-490 INDEPENDENT READINGS Variable Credit

Course selected to fill the needs of individual seniors and to supplement their selection of courses. An opporutnity for senior majors to undertake a project in some area of German literature.

SPANISH

Sp 001 REMEDIAL SPANISH 3-1-0

Sp 002 REMEDIAL SPANISH 3-1-0

Sp 101 ELEMENTARY SPANISH 3-1-3

Sp 102 ELEMENTARY SPANISH 3-1-3 Prereq. Sp. 101

An audio-lingual approach to the study of the structure of the language. Includes pronunciation, grammar and pattern drills and readings of selections to acquaint the student with Spanish speaking civilizations.

Sp 201 INTERMEDIATE SPANISH 3-1-3 Prereq. Sp. 102 or equivalent*

Sp 202 INTERMEDIATE SPANISH 3-1-3 Prereq. Sp. 201

An intensive introduction to the reading of literary genres and styles, non-fiction, and scholarly writing; classroom and language laboratory procedures incorporate and develop the listening, speaking and writing skills. Grammar is reviewed supplementarily.

Sp 301 SPANISH CONVERSATION 3-0-3 Prereq. Sp. 202, equivalent or P.O.I.

A course designed to give the student opportunities to communicate effectively with some fluency in various situations.

Sp 302 ADVANCED GRAMMAR AND COMPOSITION 3-0-3 Prereq. Sp 301, equivalent or P.O.I.

A detailed study of the structure of the language. Includes varied exercises, related translations and original compositions.

---

* Equivalency is met by 1) successful completion of at least two years of high school Spanish; 2) completing 101-102 or 001-002 with a passing grade; 3) passing successfully the MLA Cooperative Foreign Language test form LA (for one year college equivalency), administered like the MA form (see paragraph on intermediate credit by examination). Proficiency granted but *No* credit for the LA form.

Sp 314 SURVEY OF SPANISH LANGUAGE 3-0-3 Prereq. Sp 302 or P.O.I.

Origin and evolution of Spanish, etymology, morphology, idiomatic and figurative Spanish, Phonology and versification.

Sp 321 SPANISH CIVILIZATION 3-0-3 Prereq. Sp 302 or P.O.I.

An introduction to the significant periods of Spanish culture, their characteristics and contributions.

Sp 331 LINGUISTICS 3-0-3 Prereq. Sp 302, equivalent or P.O.I.

A survey of linguistic methods as well as a study of phonetics; training in the improvement of pronunciations.

Sp 371-380 Same as above

Sp 411 SPANISH LITERATURE 3-0-3 Prereq. Sp 321 or P.O.I.

Sp 412 SPANISH LITERATURE 3-0-3 Prereq. Sp 321 or P.O.I.

A survey of the principal literary trends and a study of the major authors up to 1700, and from 1700 to the present.

Sp 413 SPANISH AMERICAN LITERATURE 3-0-3 Prereq. Sp 321 or P.O.I.

Sp 414 SPANISH AMERICAN LITERATURE 3-0-3 Prereq. Sp 321 or P.O.I.

A survey of the major literary developments and study of the major authors of Spanish America from the conquest to the present time.

Sp 421 CERVANTES 3-0-3 Prereq. Sp 411 or P.O.I. Offered Fall 1974.

A study of the man and his works; Don Quixote and its universal significance.

Sp 422 GOLDEN AGE OF DRAMA 3-0-3 Prereq. Sp 411 or P.O.I. Offered Spring 1975.

A survey of Spain's outstanding dramatists—Lope de Vega, Tirso de Molina, Ruiz de Alarcon and Calderon de la Barca.

Sp 432 CONTEMPORARY SPANISH LITERATURE 3-0-3 Prereq. Sp 412 or P.O.I. Offered 1973-74

A study of the Generation of 1898, the figures who brought about a revival in Spanish critical thinking, and a study of the major literary trends up to the generations following the Spanish Civil War.

RUSSIAN

Ru 001 REMEDIAL RUSSIAN 3-1-0

Ru 002 REMEDIAL RUSSIAN 3-1-0

Ru 101 ELEMENTARY RUSSIAN 3-1-3

Ru 102 ELEMENTARY RUSSIAN 3-1-3 Preq. Ru 101. Offered on demand

The essentials of grammar, drill in pronunciation, practice in speaking, writing, and translation from prose selections.

Ru 201 INTERMEDIATE RUSSIAN 3-1-3 Prereq. Ru 102. Offered on demand

Ru 202 INTERMEDIATE RUSSIAN 3-1-3 Prereq. Ru. 201. Offered on demand

Continued study of grammar and practice in conversation, reading, and translation devoted to the geography, history, religion, and culture of Russia.

EXPERIMENTAL PROGRAM

ML 371-390 MODERN LANGUAGE EXPERIMENTS Variable Credit

These courses may be applied in lieu of the 202 language requirement (for a total of 3 credits). These courses offer the student the opportunity of studying various aspects of literature and culture that would be inaccessible to him with intermediate language capability. Most of the courses are for 1 credit each and are thus called "mini-courses." Among the courses offered in the first year are:

1. Spanish Civilization through Multi-media
2. Don Quixote in translation
3. Spanish for travelers
4. Comparative cultures: Franco-American
5. African Literature in translation
6. Contemporary French Drama in translation
7. Contemporary Soviet literature
8. Russian for reading knowledge
9. Psycholinguistics (given in cooperation with the Psychology Department)
10. Commercial Spanish
11. Cuba till '58
12. Spanish for Social Workers
13. Berlin
14. Hermann Hesse in translation
15. Introduction to Pennsylvania Dutch Culture
16. Esperanto
17. Elementary Italian
18. De Gaulle's Memoirs

19. Bilingualism and its repercussions on society
20. French for travelers
21. Foreign language diction for music students

Since most of these courses are taught in English, the student may choose them in any combination totaling 3 credits. The student need not select mini-courses from his target language for 201. There are no prerequisites for the above courses except where specifically indicated.

DEPARTMENT OF MUSIC

Emeritus: Fisher

Professor: Shull *(Chairman)*

Associate Professors: Kitchen, Simmers, Douglas

Assistant Professors: Harrison, McVoy, Stites

Developing and transmitting music as an evolutionary aspect of history and as an art, performing its literature, making each age aware of and sensitive to the art, and providing society with avenues for developing a keen sense of musical and aesthetic values are the primary responsibilities of musicians and music teachers. To this purpose, within its sphere of influence on and off-campus, the Music Department is dedicated.

To fulfill its purpose, the department offers music instruction for those who wish to prepare themselves for professional careers, but also provides many opportunities for all students to cultivate and express avocational interests through a variety of classes, private lessons and choral and instrumental ensembles.

Majors in the Department

B.S. WITH MAJOR IN MUSIC EDUCATION

The Music Department offers a major in music education for those students who wish to be certified as public school music teachers. This program qualifies its graduates as teachers of vocal and instrumental music on both the elementary and secondary levels in the state of Pennsylvania. Program Approval Status has been granted by the Pennsylvania Department of Education.

The basic purposes of the professional courses are to develop sound musicianship and understanding of theoretical laws and concepts of music, contribute to a comprehension of music as an artistic means of expression and communication, provide prospective teachers with the knowledge, teaching techniques, and musical skills for fulfilling their roles in school and community life, and to develop performing proficiency as a means of artistic and intellectual enrichment for the performer and the listener.

The basic courses required in the major are Music 101-102, 103-104, Music 201-202, 203-204, 231, 234, 241, Music 311-312, 321-322, 343, 441-442, 471, a minimum of twelve hours in private instruction, a minimum of eight hours in ensemble credit, and Education 215. Students may elect a choral, instrumental, or general emphasis within the music education program; requirements varying slightly within each emphasis.

A copy of other departmental requirements for music majors, including the proficiency requirements in piano and voice, and recital participation and attendance, may be obtained from the Departmental Chairman's office.

B.S. WITH MAJOR IN MUSIC THERAPY

Beginning in 1973, students may major in music therapy, and the College is proceeding to have the program approved by the appropriate accrediting agencies.

A professionlly trained music therapist works in various ways with children and adults who have physical or mental disorders, including those who may be mentally retarded, emotionally disturbed, or physically handicapped. Music is used in both therapeutical and educational settings in hospitals, mental health facilities, special service agencies, and in schools offering special education programs.

The first two years of the music therapy major is nearly identical to that of the music education program. Specific curriculum information may be obtained from the Music Department.

B.A. WITH A MAJOR IN MUSIC

This program permits interested students to develop their musical abilities, interests, and competencies in a flexible developmental approach to learning. Each student will be expected to achieve minimum competencies in theory, history, and literature and performance; but each student, under the guidance of a departmental advisor, selects a program of studies which provides the maximum opportunities for meeting individual needs. A minimum of forty semester hours of music courses are required, and a senior recital is expected of all candidates.

The following courses are suggested as a general guide:

Music 101-102, Music 103-104, Music 201-202, Music 203-204, Music 321 and/or 322, Music 419, Music 441-442, one course in music literature or church music, twelve semester hours of credit in applied music, and three semester hours in ensemble.

Area of Concentration

The Music Department also offers a concentration in music for elementary education majors. This area of study provides the prospective classroom teacher with opportunities to develop sensitivity to musical and aesthetic values, gain a comprehension of elementary school children's musical capabilities and interests, and the knowledge and skills necessary for carrying out an effective program of musical activities in the classroom.

This concentration includes courses for developing skills in basic music theory, understanding of music history and literature, proficiency in piano, voice, and ensemble performance, and familiarity with teaching techniques and materials applicable to the elementary school music curriculum.

The required courses in the concentration are Music 101, Music 103, Music 315, Music 325, Music 415 or 417, five semester hours in private instruction in piano and voice, three hours credit in ensemble, and a four-hour music elective.

COURSES OF INSTRUCTION

MUSIC COURSES

Mu 101-102 LITERATURE AND MATERIALS OF MUSIC 3-0-3

The fundamentals of music theory, harmony, and form with emphasis on the development of analytical and compositional skills through the study of literature of all periods. Course includes integration of Music 103-104, but separate grades are given.

Mu 103-104 FUNDAMENTALS OF SIGHT-SINGING, EAR-TRAINING, AND KEYBOARD HARMONY 0-2-1

Emphasis upon the development of visual and aural music skills through the study of music literature. Course is to be taken conjunctly with Music 101-102.

Mu 111-112 VOICE CLASS 0-2-1

A basic study of the fundamentals of breath control, tone production and development of vocal technique. Open to all students.

Mu 113-114 PIANO CLASS 0-2-1

This class is designed to develop basic piano skills and knowledge of music theory fundamentals. Daily practice is required. Class enrollment is limited to twelve and offered only upon sufficient demand. Not open to music majors.

Mu 117-118 PIANO CLASS 0-2-1

A class designed to develop basic piano skills. Open to music majors, and other students with permission of instructor.

Mu 201-202 ADVANCED LITERATURE AND MATERIALS OF MUSIC 3-0-3

Advanced harmony, form, and analysis with emphasis upon music of the Renaissance, Baroque, Classical, Romantic, and Twentieth Century. Creative projects are stressed. Course includes integration of Music 203-204, but separate grades are given.

Mu 203-204 ADVANCED SIGHT-SINGING, EAR-TRAINING, AND KEYBOARD HARMONY 0-2-1

Continued emphasis upon the development of aural and visual skills. Course is to be taken conjunctly with Music 201-202.

Mu 231 BRASS CLASS 0-2-1 Offered alternate years; not offered 1973-74

A course including the method of tone production, fingerings or positions, care and repair, and methods and materials for teaching trumpet or cornet, French horn, baritone, trombone, and tuba.

Mu 234 PERCUSSION CLASS 0-2-1 Offered alternate years; not offered 1973-74

A course including the methods of tone production, care and repair, and methods and materials for teaching snare drum, cymbals, timpani, and other percussion instruments.

Mu 241 ELEMENTARY STRING CLASS 0-2-1

Mu 242 INTERMEDIATE STRING CLASS 0-2-1

Courses including the method of tone production, fingerings, care and repair, and methods and materials for teaching violin, viola, violoncello, and double bass.

Mu 311 MUSIC IN THE ELEMENTARY SCHOOL 3-0-3

A thorough study of objectives, methods, and materials for elementary school music programs through singing, instrumental, rhythmic, creative and listening activities. Detailed study and use of recent school music songbook series. Observations and laboratory experience included. Open to music majors or with POI.

Mu 312 MUSIC IN THE SECONDARY SCHOOL 3-0-3

Methods and materials for secondary general music classes and performance groups, with special concentration on the junior high school general music class. Further attention, especially, is given to adolescent voice problems and the successful organization and direction of choral and instrumental performing groups. Observations and laboratory experience included.

Mu 315 HISTORY AND APPRECIATION OF MUSIC 3-0-3

A study of historical art periods with particular attention given to great composers and their outstanding compositions. (The primary purpose is to develop a standard of musical taste.) Not open to music majors.

Mu 321-322 CHORAL-INSTRUMENTAL CONDUCTING AND TECHNIQUES 3-0-3 Prereq. Mu 201

A course designed to give students knowledge and facility in directing choruses, bands, and orchestras. Conducting techniques, choral and instrumental techniques and problems, score reading, and interpretation are included.

Mu 325 TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL 4-0-4

A study of the methods and materials for the elementary school teacher to use in a balanced elementary music program that includes rhythmic activities, singing, playing melody-harmony instruments and listening activities. The course covers the use of music in developing learning centers, ways of promoting individual creativity, and how music may be integrated with other aspects of childhood education.

Mu 341 ADVANCED STRING CLASS 0-2-1 Prereq. Mu 242

A continuation of Music 242 with emphasis upon development of string techniques.

Mu 343-344 WOODWIND CLASS 0-2-1 Offered alternate years; offered 1973-74

A course including the methods of tone production, fingerings, care and repair, and methods and materials for teaching flute, oboe, clarinet, bassoon, and saxophone.

Mu 371-380 SPECIAL PROBLEMS Variable Credit

This sequence of numbers permits the department to offer courses to any group of students who express an interest in a particular area of study not a regular part of the curriculum. Prerequisites are determined according to the nature of each specific course. Courses offered one year may or may not be offered in subsequent years.

Mu 415 CLASSICAL-ROMANTIC MUSIC LITERATURE 2-0-2 Prereq. Mu. 202, or Mu 315

A survey of instrumental and vocal music of the Classical and Romantic periods.

Mu 417 IMPRESSIONISTIC-MODERN MUSIC LITERATURE 2-0-2 Prereq. Mu 202 or Mu 315

A survey of music from Impressionism to the present.

Mu 419 COUNTERPOINT 2-0-2 Prereq. Mu 202

A course emphasizing contrapuntal techniques of the 16th and 17th centuries through representative composers and original compositions. Attention to 18th century counterpoint as time allows.

Mu 440 BAND AND ORCHESTRA ARRANGING 2-0-2 Prereq. Mu. 202

A course designed to develop the ability to compose or adapt music for concert or marching bands and orchestras. A study of instrument ranges, limitations, and uses and effects in various combinations is included.

Mu 441 HISTORY OF MUSIC 3-0-3

Mu 442 HISTORY OF MUSIC 3-0-3

A comprehensive survey of Western music from ancient to modern times. The course includes the evolution of musical forms, styles, and media through careful consideration of music literature and the relation of musical to cultural and historical development. Open to music majors or with P.O.I.

Mu 451-452 PIANO METHODS AND MATERIALS 2-1-2 Prereq. Mu 252

This course acquaints the pianist with modern methods of piano teaching of children, youth, and adults, and includes a survey of teaching materials for various stages of progress. Teaching demonstrations and experience will be a part of the course.

Mu 471 STUDENT TEACHING IN MUSIC—8, 10, or 12. Prereq. Mu 231, Mu 234, Mu 311, Mu 312, Mu 321-322, Mu 341, Mu 343-344

Includes teaching experience in both elementary and secondary music classes. Instrumental and vocal experiences are available.

Mu 481-490 INDEPENDENT STUDY Variable Credit P.O.I.

The purpose of this class is to offer individual students opportunities for musical composition, arranging, or research under faculty supervision.

APPLIED MUSIC AND MUSIC ORGANIZATIONS

No credit in music organizations is given unless attendance at rehearsals and public performances is satisfactory.

Mu 251-252-253-254-255-256-257-258 PIANO ½-5-1

Mu 261-262-263-264-265-266-267-268 ORGAN ½-5-1

Mu 271-272-273-274-275-276-277-278 VOICE ½-5-1

Mu 281-282-283-284-285-286-287-288 BAND AND ORCHESTRAL INSTRUMENTS ½-5-1

Students in Applied Music are accepted at any stage of progress, and are advanced as rapidly as their ability will permit. Technical exercises, etudes, and Baroque, Classic, Romantic, and Modern pieces are indispensable elements of study at all times in instrumental applied areas. In Voice, the problems of vocal improvement, technique, breathing and diction are stressed. Songs and arias by Classical, Romantic, and Modern composers are used to develop taste and to build for each student a repertoire which will contain music appropriate for all occasions.

Registration in music ensembles may be with or without credit.

*Mu 360 COLLEGE CHORALE 0-1-½

Members of the College Chorale are selected by audition. The ensemble offers specialized study and performance opportunities for vocally advanced students.

*Mu 361 CONCERT CHOIR 0-3-1

Open to any student—acceptance based upon audition by appointment. In addition to campus and television performances prior to Christmas and participation in the annual Spring Concert, this group sings approximately twenty concerts in churches and schools in Pennsylvania and neighboring states each spring.

*Mu 362 CHORAL UNION 0-2-½

Open to any student without requiring an audition, a large mixed choral group whose purpose is to experience a variety of sacred and secular selections, culminating in several public performances each year.

*Mu 363 WOODWIND CHOIR 0-1-½

*Mu 364 BRASS ENSEMBLE 0-1-½

*Mu 365 ORCHESTRA 0-1-½

*Mu 366 PIANO ENSEMBLE 0-1-½

*Mu 367 STRING ENSEMBLE 0-1-½

Students who are organized as an ensemble, who meet regularly under faculty supervision, and who have opportunities for public performance may be enrolled.

*Mu 368 STAGE BAND 0-1½-½

The Elizabethtown College Stage Band serves as an integral part of the college curriculum. It functions as a lab-band and as a touring band playing the best in swing and jazz with the big band sound. Their program of music includes swing, pop tunes, ballads, and jazz including old standards and current progressive jazz.

*Mu 369 CONCERT BAND 0-3-1

Open to any qualified student—acceptance subject to approval by director. Performances include the annual Winter and Spring concerts plus a number of off-campus appearances.

---

* May be repeated for credit.

DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

Associate Professor: Ober *(Chairman)*

Assistant Professors: Tulley, Garrett, Kauffman, Smith

Instructor: Whitmore

The Department of Physical Education and Health affords an opportunity for all students to develop an interest in play and recreation that will be fun and worthwhile to them during college and later life. We strive to develop social and moral standards such as sportsmanship, teamwork, tolerance, and other character benefits which come from properly conducted play. Opportunities are provided for the development and maintenance of organic power of the body which produce good health. The department further provides facilities and activities for the improvement of neuro-muscular skills in coordination and correct use of the body.

All students at Elizabethtown College are required to take four semester hours of physical education courses. This requirement includes at least one semester of an aquatics activity. The levels of swimming offered are: beginning, intermediate, senior life saving and water safety instruction. This requirement can be waived by successful completion of a proficiency test. Two of the four semester requirements may be taken in aquatics. The remaining physical education requirements may be satisfied by electing from any of the courses offered except PE 275 and PE 285.

Eligibility for individually adapted physical activity courses is dependent upon the recommendation of a physician. Three courses are arranged at the student's level of participation. The fourth course is to be PE 215, Sports Appreciation.

COURSES OF INSTRUCTION

PE 105 BEGINNING SWIM (Women) 0-2-1

Instruction and techniques of the nine basic strokes on an elementary level.

PE 115 INTERMEDIATE SWIMMING (Women) 0-2-1

Instruction and techniques of the nine basic strokes—survival swimming and water safety.

PE 125 BEGINNING SWIM (Men) 0-2-1

Instruction and techniques of the nine basic strokes on an elementary level.

PE 135 INTERMEDIATE SWIM (Men) 0-2-1

Instruction and techniques of the nine basic strokes—survival swimming and water safety.

PE 145 FIELD HOCKEY—VOLLEYBALL (Women) 0-2-1

Rules, playing techniques and skill development.

PE 155 TENNIS—BOWLING (Coed) 0-2-1

Rules, playing techniques and skill development.

PE 165 GOLF—BADMINTON (Coed) 0-2-1

Rules, playing techniques and skill development.

PE 175 SOCCER—WRESTLING (Men) 0-2-1

Rules, playing techniques and skill development.

PE 185 BASKETBALL—FIELD HOCKEY (Women) 0-2-1

Rules, playing techniques and skill development.

PE 195 BASKETBALL—SOCCER (Men) 0-2-1

Rules, playing techniques and skill development.

PE 205 ARCHERY—BADMINTON (Coed) 0-2-1

Rules, playing techniques and skill development.

PE 215 SPORTS APPRECIATION (Coed) 2-0-1

Ethics, strategy and rules of our varsity sports program; officiating, physiology of exercise. First Aid, carry over activities and worthy use of leisure time.

PE 217 SENIOR LIFE SAVING 0-2-1

Knowledge and practice in life saving, water safety and pool management. Meets Red Cross certification requirements. Honors, pass, no pass.

PE 218 WATER SAFETY INSTRUCTION (Coed) 0-2-1 Prereq. Current Senior Life Saving Certificate

Advanced skill in life saving, swimming instruction and use of pool equipment. Meets Red Cross Water Instructor certification requirement. Honors, pass, no pass.

PE 225 TENNIS (Women) 0-2-1

Rules, playing techniques and skill development.

PE 235 TENNIS (Men) 0-2-1

Rules, playing techniques and skill development.

PE 245 HANDBALL-PADDLEBALL (Women) 0-2-1

Rules, playing techniques and skill development.

PE 250 VOLLEYBALL (Coed) 0-2-1

Rules, playing techniques and skill development.

PE 255 HANDBALL-PADDLEBALL (Men) 0-2-1

Rules, playing techniques and skill development.

PE 265 PHYSICAL CONDITIONING (Coed) 0-2-1

Techniques of exercise, jogging, weight-training and body development.

PE 295 INTRODUCTION TO FUNDAMENTAL DANCE MOVEMENT (Coed) 0-2-1

Techniques of modern dance and body control.

PE 150 ADAPTED PHYSICAL EDUCATION (Coed) 0-2-1

Recreational swimming. Honors, pass, no pass.

PE 160 ADAPTED PHYSICAL EDUCATION (Coed) 0-2-1

Recreational and table games. Honors, pass, no pass.

PE 260 ADAPTED PHYSICAL EDUCATION (Coed) 0-2-1

Individual sports and corrective exercises adapted to the needs and abilities of the student. Honors, pass, no pass.

PE 270 ADVANCED INDIVIDUAL SPORTS 3-0-3

Methods, techniques and teaching skills in selected sports. Taught summer session only.

PE 275 CONTEMPORARY HEALTH PROBLEMS 3-0-3

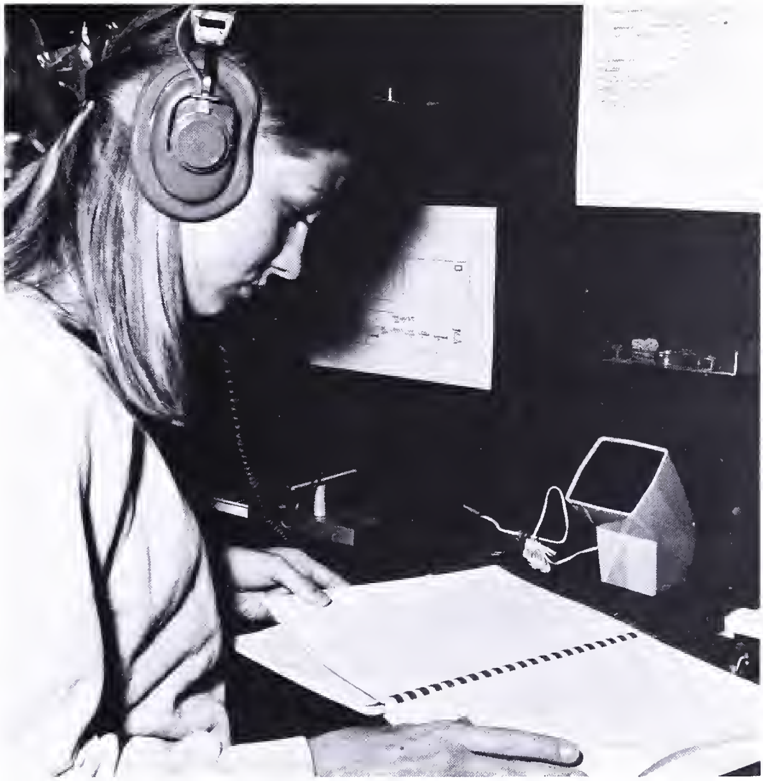
A study of the physical, mental, and social aspects of personal and community health problems in the contemporary setting. Educational principles applied to teaching in the elementary school situation.

PE 285 ELEMENTARY GAMES AND ACTIVITIES 3-0-3

A study of physical growth of children from ages 4-12 and consideration of games and activities appropriate to physical development of the child in the elementary grades.

PE 481-490 SELF-DIRECTED PHYSICAL EDUCATION ACTIVITY

Designed for the student attending night school division, studying abroad, work/study program, or for extenuating circumstances which prohibit the student from meeting regularly scheduled physical education classes.



DEPARTMENT OF PHYSICS AND EARTH SCIENCE

Associate Professors: Custer *(Chairman)*, Thompson

Assistant Professors: Hope, Evinger, Pfaltzgraff

The Department has five major instructional objectives: They are to educate students: 1.) as preparation for graduate school; 2.) for employment in industry; 3.) for secondary school teaching of physics; 4.) so that some elementary teachers are able to understand and appreciate the ways of physics and earth science; 5.) as preparation to pursue an engineering degree.

Phy 111, 112, 211, 212 comprise a helical approach to the introductory study of physics. A student may begin at the level for which he is prepared and end when he desires or when his needs are satisfied. Each succeeding semester will be on a higher level, building on the knowledge previously acquired. The areas of physics introduced will be mechanics, heat, sound, electricity, magnetism, optics, relativity and atomic. Phy 111 is recommended for those students who are not science majors but wish to explore physics. Pre-medical and biology majors should complete Phy 112 and Phy 211 and chemistry majors Phy 112, Phy 211, Phy 212.

B.S. with Major in Physics

Phy 212, Phy 306, Phy 344, Phy 403, Phy 404, Phy 408, Phy 490, Ch 104, Ma 222; Six credits of electives from: Ma 201, Ma 321, Ma 351, Ma 362.

Requirements for Secondary Teaching Concentration in Physics and Mathematics:

Phy 112, Phy 211, Phy 212, Phy 343, Phy 404, Ch 101, Ch 104, Bio 103, Bio 104, Ma 121, Ma 122, Ma 222, CS 105 (Six credits of electives from the offerings of the Department of Physics and Earth Science.)

Requirements for cooperative Engineering Major:

In cooperation with the Pennsylvania State University, Elizabethtown College offers a curriculum leading to an engineering degree. Upon successful completion of the five-year program, the student will receive a B.A degree from Elizabethtown College and a B.S. degree from the Pennsylvania State University.

Curricula which Elizabethtown College students will be qualified to enter at the University include aeronautical, civil, electrical, industrial, mechanical, and sanitary engineering. In order to be eligible for admission to the Pennsylvania State University, the student must have a 2.0 cumulative average for course work at Elizabethtown College and be recommended by Elizabethtown. Students who have studied at Pennsylvania State University prior to matriculation at Elizabethtown College must have a quality point average of at least 2.50 for all college work taken.

The following curricula should be carefully followed:

Freshman	*1st*	*2nd*
Ch 101-104	4	4
Dr 115-116 (Alternate years)	2	2
Ma 121-122	4	4
Phy 112		4
En 105	3	
CS 105	1	
PE	1	1
	15	15

Sophomore	*1st*	*2nd*
Ma 222	3	
Ma 321		3
Lang	3	3
Phy 211-212	4	4
Ec 101	3	
Literature		3
PE	1	1
Elective	3	3
	17	17

Junior	*1st*	*2nd*
Phy 305-306	3	3
Fine Arts Elective	3	
Com 155		3
Psy 105	3	
Soc Sci		3
Rel/Phil	3	3
Electives	3	3
	15	15

The 4th and 5th years must be satisfactorily completed at the Pennsylvania State University.

Area of Concentration

A minimum of 24 semester hours in the department including physics through 212 and electives.

COURSES OF INSTRUCTION

Phy 111 GENERAL PHYSICS I 3-2-4

One year of high school algebra and one year of high school geometry is recommended. The student's study will cover various areas of physics and will be conceptually and experimentally oriented.

Phy 112 GENERAL PHYSICS II 3-2-4

One year high school physics of Phy 111 or one year of high school algebra and one year high school geometry or Ma 101 is a prerequisite. The student is assumed to be in the first stages of studying physics, having been previously introduced to the subject. Some trigonometry will be used.

Phy 211 GENERAL PHYSICS III 3-2-4 Prereq. Phy 112 Coreq. Ma 121

The material will be of a nature lying between that suitable for students who desire only to have a feeling for physics and those desiring a mastery of the fundamentals of physics. Some calculus will be used.

Phy 212 GENERAL PHYSICS IV 3-2-4 Prereq. Phy 211 and Ma 122

This course prepares the student to enter any of the advanced physics courses required for a physics major or concentration or so that his physics needs will be essentially satisfied to pursue a career in other sciences. A more mathematical, calculus oriented approach will be used.

Phy 305 INTRODUCTION TO THEORETICAL MECHANICS 3-0-3 Prereq. Phy 212, Ma 222
Phy 306 INTRODUCTION TO THEORETICAL MECHANICS 3-0-3 Prereq. 305

A study of force, acceleration, work, energy, impulse, and momentum. Linear and rotary motion will be analyzed including the use of various types of reference coordinates and vector analysis.

Phy 343 INTRODUCTION TO QUANTUM THEORY 3-0-3 Prereq. Phy. 212, Ma 222

An introduction to the principles of quantum theory, radiation, atomic spectra, and the extranuclear structure of the atom; special topics including special relativity, rate processes, and/or statistical thermodynamics.

Phy 344 MODERN PHYSICS 3-5-5 Prereq. Phy 343

An introduction to nuclear physics investigating various nuclear models in terms of the experimental data. Nuclear interactions will be studied with particular interest in radioactivity, the nuclear particles and resulting analysis of the nuclear forces. Relativistic collisions will be introduced as an introduction to high energy nuclear physics.

Phy 371 ANALOG COMPUTER PROGRAMMING 2-0-2 P.O.I.

To successfully complete the course, the student will demonstrate the ability to solve differential equations using the analog computer. This will include amplitude and time scaling and will require his using potentiometers, amplifiers, integrators, multipliers, electronic comparators and plotters. Notes and audio visual material will be available so that the student may progress at his own pace. An instructor will help him when needed, evaluate his problem solutions and observe him solving elementary problems requiring the use of the various components of the analog computer. Graded Honors—Pass—Fail.

Phy 403 KINETIC THEORY AND THERMODYNAMICS 3-0-3 Prereq. Phy 212 and Ma 222

A study of the kinetic theory of matter and of the principles of thermodynamics including temperature, heat, work internal energy, entropy, enthalpy and statistics.

Phy 404 ELECTRONICS 3-3-4 Prereq. Phy 211 and Ma 222

The basic components of electronic circuits will be studied, including vacuum tubes, transistors, and diodes. Fundamental circuits will be analyzed.

Phy 407 ELECTRICITY AND MAGNETISM 3-0-3 Prereq. Phy 212 Coreq. Ma 222

Phy 408 ELECTRICITY AND MAGNETISM 3-0-3 Prereq. Phy 407

The theory of the static and dynamic forces and fields associated with basic particles, electrical components, measurements, alternating current, radiation and Maxwell's equations.

Phy 490 SEMINAR 2-0-2 Prereq. P.O.I.

Experimental or theoretical study under the direction of a staff member. A formal report of work will be required. P.O.I. will be granted only after a written proposal of study is received and accepted by a faculty member in the department.

Dr 115 DRAWING AND DESCRIPTIVE GEOMETRY 1-5-2

Dr 116 DRAWING AND DESCRIPTIVE GEOMETRY 1-5-2 Prereq. Dr. 115

A study of reference planes, points, lines, curved surfaces, revolutions, true sizes, intersections, othographic projection, isometric drawing, auxiliary views, sections, and developments. Offered alternate years, 1974-75; 1976-77.

Ed 305 PRACTICUM IN SECONDARY EDUCATION, SCIENCE 6-3-6 (See Education)

EARTH SCIENCE

Area of Concentration in Earth Science for Elementary Education Majors

Requirements: A minimum of 24 hours with the following distribution:

16 hours including ES 105 from the courses ES 101, 105, 107, 108 and 111
6 hours from the courses ES 301, 302 and 303
2 hours from the courses ES 401 and 402

COURSES OF INSTRUCTION

ES 101 INTRODUCTION TO EARTH SCIENCE 3-2-4

A general introduction to the earth, its solid and fluid characteristics, its relationship to to the solar system and man's place within its dynamic systems. Laboratory sessions are designed to develop concepts and skills fundamental to applied earth study.

ES 105 FIELD EARTH SCIENCE—8 Prereq. P.O.I.

An intensive one session, summer program of field and laboratory investigations whereby the Earth is studied in its natural context. Students are involved 8 or more hours each day in faculty approved self-initiated projects and on the spot field discussions. Included is a one-week field camp away from campus.

ES 107 ASTRONOMY 3-2-4 Prereq. ES 101 or P.O.I.

The principles set forth by Kepler and Newton are use to explain motions of planets and comets; the celestial sphere, orbits, eclipses and seasons are also studied in the first half semester; remaining time is devoted to deep space including studies of galaxies, clusters, nebulae and stellar evolution; labs include use of telescopes, determination of astronomical distances and spectroscopic analysis of light.

ES 108 METEOROLOGY 3-2-4 Prereq. ES 101 or P.O.I.

An introductory study of the causes, effects and distribution of atmospheric phenomenon; air motions, the role of H_2O in its three phases, weather map analysis and modern systems of climate classification are included in the practicum.

ES 111 GEOLOGY 3-2-4 Prereq. ES 101 or P.O.I.

An introductory study of the earth—its form, history and response to internal and external forces; subjects included are minerals, rocks, volcanism, earthquakes, weathering/erosion, fossils and the earth's past as interpreted from the foregoing features; field trips are included in laboratory exercises.

ES 301 MINERALOGY/PETROLOGY 2-2-3 Prereq. Any one of ES 101, 105 or 111

An introduction to systematic crystallography and mineralogy, stressing identification and associations. Igneous and metamorphic petrology includes genetic processes and microscopic and hand specimen petrography.

ES 302 SEDIMENTOLOGY 2-2-3 Prereq. Any one of ES 101, 105 or 111

An introduction to processes of sedimentation in space and time. The Appalachian Geosyncline is used as a model to study stratigraphic distribution of sediments and life forms. As well as studies of sedimentation, the laboratory will stress rock and fossil identification.

ES 303 EARTH DYNAMICS 2-2-3 Prereq. Any one of ES 101, 105 or 111

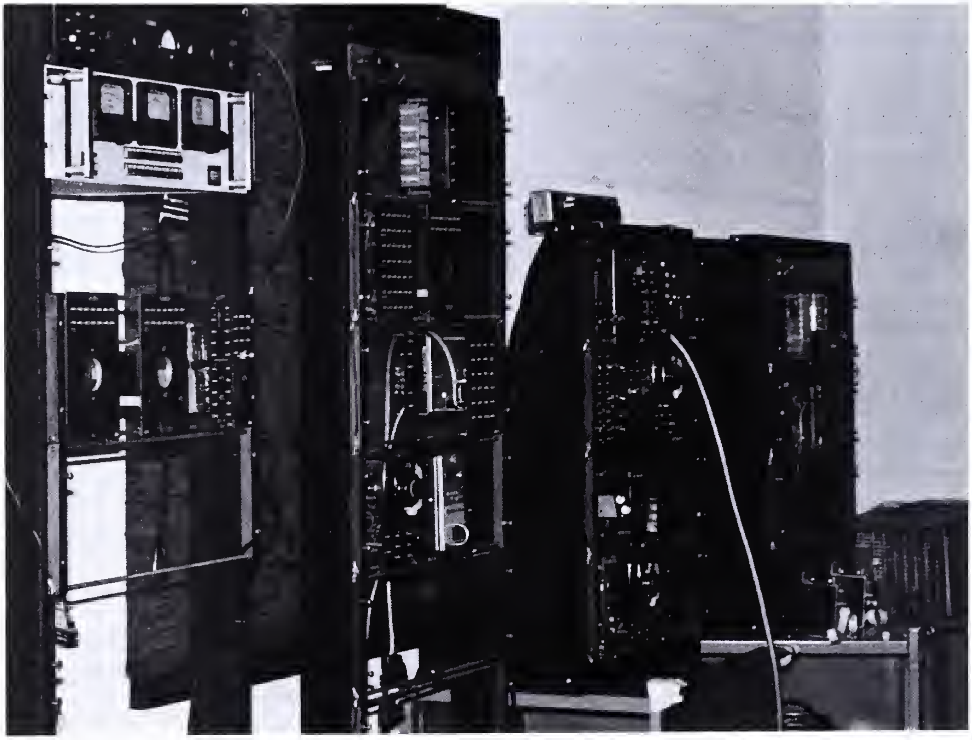
Studies of the deformational history of the Earth and resulting structures emplaced in rocks. Solid-earth geophysics is introduced as a tool to decipher the dynamic Earth, and the associated topic of global tectonics is examined both in a physical and historical context.

ES 401 SEMINAR 1-0-1 Prereq. Any one of ES 301, 302, or 303

Readings and discussions of current problems and recent developments in the earth sciences are required.

ES 402 INDEPENDENT STUDY Variable Credit. Prereq. Any one of ES 301, 302, or 303 and P.O.I.

Students are required to define and do research on a problem in the earth sciences.



DEPARTMENT OF POLITICAL SCIENCE

Bachelor of Arts

Emerita: Garber

Associate Professors: Selcher *(Chairman),* Lamontagne, Worman

The purpose of the department and its course of study is to assist the student in thinking rationally about political questions through training in normative, empirical, and policy-oriented approaches to matters of public policy which he will face as a political analyst, administrator, businessman, lawyer, educator, or citizen in a participatory democracy. Though politics is the major focus of the department, political problems are examined as well from philosophical, moral, historical, legal, administrative, and behavioral perspectives, since the contributions of economists, historians, psychologists, and sociologists to the main body of knowledge in political science have been numerous and significant.

Lower level courses for beginning students deal with the nature and place of politics in society and with the operation of political systems at the local, national and international levels. More specialized courses for majors and those who take advanced work cover areas of political theory, public administration, comparative political systems, constitutional law, and techniques of political analysis and research. Topical seminars are offered on subjects of current interest as demand warrants. The Capitol Semester Internship is offered to provide the student with a unique opportunity to combine the theory and the practice of politics by participation in state government administration or research.

A major in political science serves as preparation for graduate school or law school, or a career in governmental administration, teaching, regional and urban planning, research, and the diplomatic service, among others.

A.B. with Major in Political Science

The major in Political Science requires a minimum of 33 semester hours in courses analyzing the structures and processes of contemporary political communities and the international system. The required courses are those comprising the principal subfields of the discipline: PS 117 and 118, 205, 302, 304, 310, and 498. The remaining 12 hours may be chosen from any combination of departmental offerings. Majors are encouraged to acquire a background in the other social sciences by complementing the above courses with electives chosen from Economics, Psychology, Sociology, and History.

Area of Concentration

Elementary Education majors wishing to select Political Science as an area of concentration are required to take the following courses for a total of 24 hours of credit: PS 117 and 118, 205, 302, 304, 305 and two electives.

Social Science Comprehensive Program in Political Science

Prospective secondary education teachers wishing certification in Social Science with a Political Science major are required to take the following courses for a total of 24 hours: PS 117 and 118, 205, 302, 304, 305 or 310, 498 and an elective. Certification with a minor requires PS 117 and 118, 205, and an elective for a total of 12 hours.

COURSES OF INSTRUCTION

PS 105 INTRODUCTION TO GOVERNMENT 3-0-3

A study of the functions of government and of differing types of government. Emphasis will be upon the relationship existing between the individual, both singly and in groups, and his government. Special emphasis will be given to democratic, authoritarian, and totalitarian systems, and to the differing subsystems of politics.

PS 117 AMERICAN POLITICAL INSTITUTIONS I 3-0-3

A study of the political institutions of the United States and their evolution to the present day. Emphasis is placed on the political philosophy of the Founding Fathers, and on the role of the executive, legislative and judicial branches of government on the national level. Contemporary problems are discussed within the context of the political process.

PS 118 AMERICAN POLITICAL INSTITUTIONS II 3-0-3 Prereq. PS 117

A continuation of PS 117. The role of the citizen will be studied in terms of his involvement in public opinion formulation and in the electoral process as well as his participation in interest group and political party activity. In addition, the political institutions of state, local and metropolitan government will be discussed.

PS 205 INTERNATIONAL RELATIONS I 3-0-3

A survey of the political, economic, legal, military, and psychological factors influencing the relations among states, including consideration of national interest, foreign policy, dipolmacy, alliances, principles of the balance of power, and collective security arrangements.

PS 206 INTERNATIONAL RELATIONS II 3-0-3 Prereq. PS 205

A comparison of the foreign policy stances of major and Third-World powers with emphasis on current world problems. The final segment of the semester will be utilized to conduct an inter-nation simulation, the purpose of which is to give the student a realistic sense of the international environment.

PS 302 POLITICAL THEORY 3-0-3

An analysis of the development of significant political ideas from the Greek city-state to the present.

PS 304 COMPARATIVE GOVERNMENTS 3-0-3

A structural-functional comparison of the political systems of selected foreign nations, emphasizing party systems, political cultures, and executive-legislature relations in the context of historical development.

PS 305 POLITICAL PARTIES AND INTEREST GROUPS 3-0-3 Prereq. PS 118

A detailed study of political parties and interest groups. Attention is placed on basic definitions and on popular stereotypes, identification of factors composing the practical functioning framework, organization and operation, and major problems in contemporary American party politics.

PS 310 PUBLIC ADMINISTRATION 3-0-3

A survey of the administrative processes in the American governmental system in the context of the political process including a review of organization, personnel administration, decision-making, and communications. Emphasis will also be placed on the relationship of administrative bureaus with the public and with the executive, legislative, and judicial branches of government.

PS 317 AFRICAN POLITICS 3-0-3 Offered in alternate years

Consideration of the political forces and personalities of African states in the late colonial and the independence periods, focusing on the clashes between traditionalist and modernizing elements within major social groupings

PS 322 LATIN AMERICAN POLITICS 3-0-3

A consideration of the political institutions, processes, and issues in contemporary Latin America, including study of the role of the military, the Church, political parties, labor movements, and bureaucracies in promoting or hindering political change Developmental models and country studies will be used to explore problems such as mass politics, land reform, and revolution.

PS 371-380 SPECIAL PROBLEMS 3-0-3

Readings and discussions in topical areas and problems of political science, with subjects chosen in accord with student demand.

PS 404 POLITICS OF DEVELOPING NATIONS 3-0-3 Offered in alternate years

General theories of political development will be analyzed and applied in terms of specific case studies of contemporary nation-building. The political dimensions of change in developing nations will be related to social and economic aspects of change with discussion of the problems of progress from traditional through transitional to modern societies.

PS 405 CONSTITUTIONAL LAW 3-0-3

A study of the evolution and development of the American Constitution. Leading decisions of the Supreme Court are studied and evaluated with emphasis on current decisions and cases. Potential interpretations and changes are discussed in the light of historic as well as recent developments.

PS 481-490 INDEPENDENT STUDY Variable Credit

Designed to offer independent study to advanced students making use of techniques of political science in specific problem areas not included in the department's regular offerings.

PS 497 and 499 CAPITOL SEMESTER INTERNSHIP 6 Credits

Applied field experience in public administration as a junior assistant in the daily operations of state government agencies in Harrisburg.

PS 498 JUNIOR SEMINAR 3-0-3

A study of various techniques of empirical political research and the development of modern methods of analysis and data presentation in the field of political science, with reference to contributions from other social sciences. A major research project on methodology is required.

DEPARTMENT OF PSYCHOLOGY

Associate Professors: Ellsworth *(Chairman)*, Dennis, Jenkins

Assistant Professor: Cheung

Although psychology includes a diversity of problems and attracts people with widely different interests, psychologists are unified in a common concern with describing, predicting, and understanding human and animal behavior. Because of this common concern, psychology has many relationships wtih other disciplines. The history of psychology is deeply rooted in philosophy and in the natural sciences. Psychology as a science has its origins in the biological and social sciences. In the application and utilization of knowledge, psychology is involved with other fields such as education, engineering, medicine, law, religion, psychiatry, business, and social work.

A.B. with Major in Psychology

The following courses of study in the Psychology Department will provide the student with the opportunity to acquire the skills and knowledge usually associated with an undergraduate major in Psychology: 105, 213-214, 313, 314, 321, 401; one of the following courses: 413, 414, or 416; two departmental electives for a minimum of 33 semester hours. In addition to requiring Bio 103-104, all majors are strongly urged to consult closely with their advisers in the selection of general education requirements and electives.

Area of Concentration

Elementary Education majors selecting Psychology as their area of academic concentration should include in their 24 hour program as many of the courses required of psychology majors as possible. Psychology courses specifically required of Elementary Education majors taking their academic concentration in this department are: 105 and 213-214.

SOCIAL SCIENCE COMPREHENSIVE MAJORS:

Social Science Comprehensive majors electing Psychology as their major area should include in their 24 hour program as many of the courses required of psychology majors as possible. Psychology courses specifically required are: 105 and 213-214. Social Science comprehensive majors selecting Psychology as their minor are required to take 105 plus 9 credit hours in electives.

COURSES OF INSTRUCTION

Psy 105 GENERAL PSYCHOLOGY 3-0-3

An introduction to the study of behavior—objectively, systematically, experimentally, and quantitatively; consideration of such topics as motivation, learning, emotions, personality, sensory and perceptual processes. This course is a prerequisite to all advanced courses in psychology.

Psy 205 EDUCATIONAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

The application of the principles of psychology to the problems of learning and teaching, including a study of classroom situations.

Psy 211 INDUSTRIAL PSYCHOLOGY 2-2-3 Prereq. Psy 105

An introduction to the application of the methodology and data of psychology to the problems of people at work. This includes the prediction and control of human behavior in the context of personnel selection, training, performance evaluation, motivation, and human factors research. Attention is given to the interaction between academic psychology and contemporary industrial psychology. The course includes a laboratory experience.

Psy 213 MODES OF PSYCHOLOGICAL INQUIRY: STATISTICS I 2-4-4 Prerequisite: Psy 105

Psy 214 MODES OF PSYCHOLOGICAL INQUIRY: EXPERIMENTAL PSYCHOLOGY I 2-4-4
Prereq. Psy 213

The objectives of this course are to introduce the student to various modes of psychological inquiry and analysis in order to provide him with a basic foundation for a critical formulation, evaluation, and communication of problems of psychological interest. The following areas will be considered: experimental design and control, elements of data reduction and statistical inference, the nature of operationalism, techniques of measurement, interpretation of data, phenomenological and observational techniques, and other methods. Laboratory experience dealing with a variety of topics and approaches is an integral part of the course.

Psy 225 DEVELOPMENTAL PSYCHOLOGY 2-2-3 Prereq. Psy 105

A course designed to provide a background in the basic principles of ontogenetic development. Special emphasis is given to the changes in behavior that take place during the early growth of the individual.

Psy 232 SOCIAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

This course introduces the student to the application of psychological principles in the understanding of social phenomena. Typical topics of emphasis are: social structure, the socialization of the child, interpersonal processes, and group processes.

Psy 313 STATISTICS II 2-2-3 Prereq. Psy 214

This course is a continuation of Statistics I. Emphasis is given to analysis of variance, varieties of correlation, errors of measurement, and selected nonparametric procedures. Students are provided with a laboratory experience in statistical analysis. Electronic calculators and computer facilities are provided.

Psy 314 EXPERIMENTAL PSYCHOLOGY II: LEARNING 2-4-4 Prereq. Psy 214

A course designed to introduce the student to major theories, methods, and empirical findings in the area of both human and animal learning. In the laboratory, students plan and conduct several studies involving a variety of important methods and problems.

Psy 321 PERSONALITY: THEORY AND RESEARCH 3-0-3 Prereq. Psy 105

Systematic approaches to the analysis of personality will be critically surveyed with respect to their source materials, empirical research substantiating them, and contributions to the understanding of personality development.

Psy 322 ABNORMAL PSYCHOLOGY 3-0-3 Prereq. Psy 105

Consideration of neurosis, psychosis, personality, and organic disorders—their origin, treatment, social significance, and preventive measures. Attention is given to the levels and adequacy of adjustment for both normal and deviant individuals.

Psy 333 TESTS AND MEASUREMENTS 2-2-3 Prereq. Psy 214

An introduction to standardization and validation procedures, estimation of reliability, emphasis on rationale, evaluation, and interpretation of standardized group tests of mental ability, achievement, and vocational interest. The construction and analysis of tests for classroom use. To be offered alternate years: (offered 1974-75)

Psy 371-380 SPECIAL PROBLEMS IN PSYCHOLOGY Variable credit Prereq. P.O.I.

Directed study in topics not otherwise covered in the curriculum. Offered when student interest and faculty availability justify.

Psy 401 HISTORY AND SYSTEMS OF PSYCHOLOGY. 3-0-3 Prereq. Psy 214

A review of a number of the main historical systems in psychology. Discussion of how various positions in contemporary psychology have evolved and to what extent these positions can be reconciled. Offered alternate years: 1974-75.

Psy 413 EXPERIMENTAL PSYCHOLOGY III: PERCEPTION 2-2-3 Prereq. Psy 214

This course is designed to provide the student with a basic grounding in the data, problems and theories of sensory and perceptual functioning: Students may be asked to conduct several laboratory studies. Offered alternate years: 1973-74.

Psy 414 EXPERIMENTAL PSYCHOLOGY IV: COGNITION 2-2-3 Prereq. Psy 214

An examination of selected investigations into memory, attention, information processing, and other areas of cognitive functioning. Students may be asked to conduct several laboratory studies. Offered alternate years; 1974-75.

Psy 416 EXPERIMENTAL PSYCHOLOGY V: MOTIVATION 2-2-3 Prereq. Psy 214

A consideration of various topics within the field of motivation. Psychological as well as physiological data will be considered. Students may be asked to conduct several laboratory studies. Offered alternate years; 1973-74.

Psy 471-480 RESEARCH PRACTICUM VARIABLE CREDIT Prereq. Psy 214 P.O.I.

Research in psychology under the close supervision of a faculty member. Subjects for research are chosen in an area of interest to both persons and are usually an outgrowth of a problem encountered in an earlier course or are related to the faculty member's personal research. A written report and a seminar presentation may be required.

Psy 481-490 INDEPENDENT STUDY IN PSYCHOLOGY Variable Credit P.O.I.

This course offers the mature student the opportunity to independently pursue educational experiences not otherwise available in the curriculum.

DEPARTMENT OF RELIGION AND PHILOSOPHY

Professors: Snowden *(Chairman)*, Sutphin, C. Zeigler, Clemens

Associate Professors: Puffenberger, Ritterspach

The Religion and Philosophy Department functions as one department within a liberal arts curriculum, the goal of which is to develop the whole person. The fundamental task of the department is to provide the student with sufficient opportunity and curricular resources to focus deliberately and critically upon the basic philosophies, value systems, faith expressions and religious experiences of man. A particular interest of the department members is helping the student gain an understanding of and an appreciation for the Judaeo-Christian tradition, its history, literature, theology, ethics, institutions, and personalities. It is believed that from a disciplined investigation of man's religious and philosophical experiences, the student will gain insight and direction for his own life, as well as prepare himself for leadership in the world of tomorrow.

A.B. with Major in Religion and Philosophy

A major in the Department of Religion and Philosophy shall complete 33 hours of course work in the department beyond the six hours required in the General Studies. The major must take at least six hours in each of the Divisions of the Religion and Philosophy Department. Any major in the Department of Religion and

Philosophy who seeks a double major may petition the Department to have six hours of the above requirement waived. The student must complete at least thirty hours of upper division courses (numbers 300 and 400) within his total program for the A.B. degree. It is recommended that each major submit a term paper to the department for evaluation as a research paper.

Area of Concentration for Elementary Education Majors

An elementary education major who selects Religion and Philosophy as his area of concentration shall complete the following requirements in the department: (1) he may elect any four of the options listed in the Religion division under the General Studies requirements, plus two upper division courses. (2) The additional six hours needed to meet the twenty-four may be selected by the student.

COURSES OF INSTRUCTION

Rel 105 CONTEMPORARY ETHICAL ISSUES 3-0-3

An examination of current social issues in the light and perspective of contemporary ethical discussion. Consideration will be given to the general community of ethical discourse as well as spokesmen for the various religious communities.

Rel 115 WORLD RELIGIONS 3-0-3

A study of the religious experience and its external forms as they are to be seen in the major religious traditions. Emphasis will be placed upon religion as a facet of man's inner self and as a possible avenue for increased self-understanding.

Rel 125 CONTEMPORARY RELIGIOUS ISSUES 3-0-3

A constantly changing survey of relevant problems and issues in contemporary theology.

Rel 205 INTRODUCTION TO THE HISTORY, LITERATURE, AND FAITH OF ISRAEL 3-0-3

A study of the history of Israel as a basis for understanding the literature of the Old Testament and Biblical ways of faith. The course also introduces the student to the various tools of Biblical criticism.

Rel 215 INTRODUCTION TO THE HISTORY, LITERATURE, AND FAITH OF CHRISTIANITY 3-0-3

A comprehensive survey of New Testament history, an orientation to the literature of the New Testament and an appreciation of the conditions which gave rise to Christianity.

Rel 237 LITERATURE OF THE OLD TESTAMENT 3-0-3 Prereq. Rel. 215

A study of three major types of Biblical books: prophecy, wisdom, and apocalyptic, in order to understand what each contributes to the Bible's view of God, man, and the meaning of life. Attention will be given to the way in which the three types of writings differ from each other. One book, such as *Isaiah,* or *Job,* will be studied in detail.

Rel 301-302 NEW TESTAMENT GREEK 3-0-3

A study of the fundamentals of koine Greek grammar to enable the student to read the New Testament in its original language. (Offered in alternate years, 1974-75). Advanced Greek is offered as Directed Study.

Rel 312 NEW TESTAMENT THEOLOGY 3-0-3 Prereq. Rel 215

The nature and meaning of the early Christian proclamation as seen in the thought patterns and theological insights of the major contributors to the New Testament.

Rel 314 A HISTORY OF THE ANABAPTIST AND PIETISTIC MOVEMENTS 3-0-3

The basic purpose of the course is to study the historical and theological backgrounds in Church history as they relate to the Church of the Brethren.

Rel 317 HISTORY OF CHRISTIAN THOUGHT 3-0-3 Prereq. Rel 125

A survey of representative thinkers in the history of the Christian Church and an examination of the central doctrines of the Christian faith.

Rel 321 CONTEMPORARY THEOLOGY 3-0-3 Prereq. Rel 125

This course is designed to give the student a greater depth exposure to some aspect of theological thinking or study of a particular theologian or group of theologians.

Rel 333 ANCIENT SEMITIC CIVILIZATIONS 3-0-3

A study of the major civilizations of the ancient world excluding Greece and Rome. Focus is primarily upon the religion and literature of such cultures as Sumerian (man's oldest civilization), Babylonian, Egyptian. Similarities and differences among the civilizations will be highlighted through comparative studies.

Rel 355 ADVANCED STUDIES IN ETHICAL ISSUES 3-0-3 Prereq. Rel 105

This course will be a concentrated study of a particular aspect of contemporary life, with primary attention given to the style by which an ethical issue is identified and pursued.

Rel 371-380 SEMINAR IN RELIGION 3-0-3 Prereq. 12 semester hours in Religion and Philosophy

An intensive study of a selected aspect of the Christian faith. The course will be rotated among the department staff each semester.

Rel 471-780 SPECIAL PROBLEMS Prereq. P.O.I.

PHILOSOPHY

Ph 105 CONTEMPORARY PHILOSOPHICAL ISSUES 3-0-3

An introduction to contemporary issues in philosophy.

Ph 207 ANCIENT AND MEDIEVAL PHILOSOPHY 3-0-3

Readings in primary sources from the Pre-Socratics to Thomas Aquinas.

Ph 302 LOGIC 3-0-3

An introduction to the theory and practice of logic.

Ph 304 CONTEMPORARY PHILOSOPHY 3-0-3

Readings in primary sources of the 19th and 20th centuries.

Ph 309 MODERN PHILOSOPHY 3-0-3

Readings in primary sources from Descartes to Kant.

Ph 352 PHILOSOPHICAL ETHICS 3-0-3

Readings in contemporary ethical analysis. Offered on demand.

Ph 357 AESTHETICS 3-0-3 Prereq. P.O.I.

An inquiry into the nature of the various art forms and their place in experience. Attention is given to the problems attending the description, interpretation, and evaluation of aesthetic objects.

Ph 368 PHILOSOPHY OF RELIGION 3-0-3

A study of man's rational efforts to establish the validity of the religious perspective with emphasis on theism.

Ph 371-380 SEMINAR IN PHILOSOPHY 3-0-3 Prereq. P.O.I.

A specialized study within the field of philosophy.

Ph 481-490 INDEPENDENT STUDY Variable Credit Prereq. P.O.I.

DEPARTMENT OF SOCIOLOGY-ANTHROPOLOGY

Associate Professors: Eisenbise *(Chairman)*, Lehr, Council

Assistant Professors: Hall, Long

Instructors: Kraybill

The department provides an opportunity for the study of interpersonal and intergroup relationships, Sociology attempts to account for the growth, changes, structures, and processes of human societies. It is the study of human beings as members of a variety of societal groups. Sociologists employ the methods of science in examining and analyzing the phenomena arising out of human associations, and in discovering and explaining patterns existing in society.

Social work utilizes the foundation provided by social science theories and methods of inquiry. Emphasis is given to the total social welfare field as well as introductory methods for working effectively with individuals, groups, and communities.

Anthropology is the study of man in the broadest terms, viewing man as a living organism and considering all aspects of his behavior. Its perspective is worldwide and includes all times. Most anthropologists specialize in one or more of its principal divisions and specialization by geographical area is also practiced.

The departmental program attempts to implement the above orientations through an orderly progression and systematic presentation of theories, concepts, methods and experiences. Students with diverse interests will find both structure and flexibility so that they may pursue sociology, anthropology and social work. Specific goals include:

1. To develop within the individual an awareness and understanding of human behavior at interpersonal, societal and cultural levels.
2. To improve the student's capacity for logical inquiry.
3. To develop skills of observation and analysis.
4. To cultivate the ability to synthesize the unique contributions of sociology with a liberal arts education.
5. To facilitate an increased self awareness of the student's everyday social behavior.
6. To prepare students to teach, to do research, to enter graduate schools, and to enter a wide variety of vocations.

B.S. or B.A. with major in Sociology

For the Bachelors degree, Sociology 101, 102, 201, 210, 211, 360 are required. Additional courses may be elected from any of the Sociology-Anthropology offerings in the department for a total of 30 hours. A course in statistics is required, as is the passing of the competency test in Speech or the completion of a course in each area.

The Bachelor of Science degree differs from the Bachelor of Arts only in the College core requirements.

B.S. or B.A. with major in Sociology-Anthropology

A Bachelors degree with a combined major may be earned by taking 24 hours in sociology, including 101, 102, 201, 210, 211, 360 and 12 hours in anthropology. The BS differs from the BA only in the core requirements of the College.

B.A. with major in Social Dynamics

This major is suggested for that student who desired an understanding of man in his physical and social environment but who is not intending to seek an advanced degree in sociology, anthropology or social work.

This major provides a flexible program permitting maximum student choice.

The major requires 30 hours in the department of Sociology-Anthropology including Soc 101 and 102 plus six hours in Political Science, six in Economics and six in Psychology. Other courses can be chosen by the student in line with his personal objectives after careful consultation with his advisor.

Teaching certificate program in Social Science Comprehensive

The department of Sociology participates in the program for Comprehensive Social Science Certification. Students who choose to concentrate in Sociolgy-Anthropology plan individual programs to meet the standards of the State Department of Education. The concentration shall consist of 24 hours of sociology-anthropology courses and must include Soc 101, Soc 102 and Soc 204. Each student prepares an individual program in consultation with the Social Science advisor in the Department of Sociology and in the Department of Education. The proposed program must be approved by these representatives of both departments.

Area of concentration for Elementary Education Majors in Sociology

Elementary education majors with concentration in Sociology must take a minimum of 8 courses in the department, including Soc 101, 102, 204, 340.

Certificate program in Social Work

The concentration in social work is offered as part of the Sociology Department, but is not limited to Sociology Majors. Current requirements include Soc. 222, SW 223, SW 401, SW 471. This series is based on certification requirements by the Council on Social Work Education and is subject to their approval which may necessitate changes.

Students interested in the social work concentration are urged to major in Sociology and select courses in group dynamics, ethnic relations, community and family as electives. It is further encouraged that students in meeting their social science core requirements and general college electives choose six hours of psychology in addition to Psy 105, EC 101, PS 117, Hi 105 and Hi 214.

This program has been approved by the Pennsylvania Civil Service Commission. Students completing the program are eligible to take the examination for Caseworker.

COURSES OF INSTRUCTION

Sociology

These courses may not all be offered every year. Check the schedule for specific offerings for any given semester.

Soc 101 INTRODUCTION TO SOCIOLOGY 3-0-3

Basic concepts and theories relating to the study of the social life of man with emphasis on fundamental sociological methods and approaches.

Soc 102 PRINCIPLES OF SOCIOLOGY 3-0-3 Prereq. Soc 101

This course will introduce students to the methods of social research and theory as both can be applied in understanding the social world. It includes the history of the discipline, the meaning and use of key concepts, and varied approaches to the study of sociology.

Soc 103 SOCIAL PROBLEMS 3-0-3

This course presents a sociological approach and interpretation of current social issues in modern society. Attention is given to topics such as poverty, alienation, crime and minority groups.

Soc 201 SOCIAL STATISTICS 2-0-2

A companion course to Math 151, Probability and Statistics, with working application to statistical procedures commonly used in sociological research and literature. To be taken concurrently with Math 151.

Soc 204 SOCIOLOGY OF EDUCATION 3-0-3 Prereq. Soc 101

The study of education as a social institution; the school as a social system; the school in the community; issues and pressures confronting education; the impact of social class differences; bureaucratic organization; comparative educational systems; and other topics from recent sociological research.

Soc 210-211 SOCIOLOGICAL INQUIRY AND EXPLANATION 6-0-6 Prereq. Soc 101, 102, 201, Math 151

This course will provide students with some basic skills for the beginning social researcher who learns that theory provides the foundation of all research and that the aim of all research is refinement and development of more accurate sociological theories. Content of the course includes research design, techniques of data collection, reduction and analysis, and explanation of information secured through all of these.

Soc 212 POPULATION 3-0-3 Prereq. Soc 101

A study of population, its size, growth, trends, composition; the relation of population units in their various aspects to economic, social, political, and other major forces, trends and institutions.

Soc 222 SOCIAL WELFARE AS A SOCIAL INSTITUTION 3-0-3 Prereq. Soc 101-102

A sociological study of the historical and philosophical perspective of social welfare services, including public welfare. The evolution of society's cooperative endeavors to provide for all citizens is studied in relation to European foundations and the American social institutions of economics, government and family.

Soc 302 CRIMINOLOGY 3-0-3 Prereq. Soc 101

Sociological approaches to the study of deviance, with an emphasis on current sociological theory and research. Special emphasis is given to a study of crime, the judicial system and penology.

Soc 304 SOCIOLOGY OF RELIGION 3-0-3 Prereq. Soc 101

An analysis of the role and function of religion and religious institutions in society, a study of religion as a social and cultural system.

Soc 305 MARRIAGE AND THE FAMILY 3-0-3 Prereq. Soc 101

A brief comparative view of different family patterns; a functional approach to questions related to both premarital and postmarital aspects of married and family life in our American culture.

Soc 312 MINORITY RELATIONS 3-0-3 Prereq. Soc 101

Study of racial and other minorities in the United States, and their relationships with the dominant groups. Includes study fo discrimination prejudice, racial myths, and methods of reducing intergroup tensions.

Soc 320 THE INDIVIDUAL IN SOCIETY Prereq. Soc 101

The study of social processes at the micro level of analysis. The nature and impact of social influence on the individual is considered. Areas of emphasis include: socialization, conformity, attitude formation and change, interpersonal and group processes.

Soc 340 GROUP DYNAMICS 3-0-3 Prereq. Soc 101

The course attempts to integrate a theoretical and experiential approach to group processes. Relevant empirical research is considered. Various models of group intervention are utilized. The following topics are examined: communication, conformity, roles, norms, leadership and decision making. Emphasis is placed on understanding and applying knowledge of group dynamics to everyday life.

Soc 360 DEPARTMENTAL SEMINAR 1 hour

Selected sociological subjects will be examined.

Soc 371-380 SPECIAL TOPICS IN SOCIOLOGY 3-0-3 Prereq. P.O.I.

Readings and discussion of topical areas in sociology. Topics will be chosen in accord with the needs and interests of the participants. Topics may include:

The Community
Women in a Sexist Society
Urban Society
Juvenile Delinquency
War, the Military and Revolution
Family Dynamics
Complex Organizations
Students are encouraged to suggest topics for study.

Soc 471 INTERNSHIP 1-6-3

Field experience and/or research.

Soc 481-490 INDEPENDENT STUDY IN SOCIOLOGY Variable Credit

Soc 498-499 SENIOR SEMINAR

Anthropology

The courses in anthropology offered by this department are designed to permit students of the College to acquire a fund of basic information about the principles of anthropology and an acquaintance with the diversity of world cultures.

An 201 PHYSICAL ANTHROPOLOGY 3-0-3

An introductory course in the study of man, his place in nature, his biological development, racial differentation, and archeological history prior to the dawn of European and Oriental history.

An 202 CULTURAL ANTHROPOLOGY 3-0-3

An intensive introduction to cultural anthropology covering the nature of culture, methods and theories, and discussing characteristic features of the language, family life, rituals, and values of the world's peoples.

An 211 WORLD CULTURES 3-0-3

A survey of some of the peoples and cultures of the world from early times to the present, with emphasis on physical, cultural, linguistic, and demographic factors.

An 307 PEOPLES AND CULTURES OF AFRICA 3-0-3

Ethnographic and cultural analysis of the folk background and contemporary customs of the peoples of Subsaharan Africa with special attention to the problems of culture change.

An 308 PEOPLES AND CULTURES OF LATIN AMERICA 3-0-3

Ethnographic and cultural analysis of the folk background and contemporary customs of the peoples of Latin America with special attention to the problems of culture change.

An 371-380 SPECIAL TOPICS IN ANTHROPOLOGY 3-0-3 P.O.I.

Readings and discussion of topical areas in Anthropology. Topics will be chosen in accord with the needs and interests of the participants. Topics may include:

Mexican Life
Archaeology of Mesoamerica
Social Change
Students are encouraged to suggest topics for study.

Social Work

The following courses will be offered at least once each academic year:

SW 222 SOCIAL WELFARE AS A SOCIAL INSTITUTION 3-0-3 Prereq. Soc 101 and 102
See Soc 222

SW 223 THE SOCIAL WORK PROFESSION 3-0-3 Prereq. Soc 101 and 102

An introduction to the profession of social work with attention given to the professional ethics, the major divisions of social work practice, and the various settings in which social workers practice. Class field trips will be required to give students opportunities to observe social workers and social service agencies.

SW 401 METHODS OF SOCIAL WORK I 3-0-3 Prereq. Sw 223, Psy 105, Soc 222

The skills of the problem-solving process and interviewing will be presented in the context of the social work profession. Should be taken concurrently with or as a prerequisite to SW 471-72.

SW 471-72 FIELD EXPERIENCE Variable Credit (6-16 hours) Prereq. P.O.I.

An intensive educationally-guided placement in a community agency for actual social work experience. It requires 8 to 10 hours of experience weekly for one full academic year (beginning in the Fall Semester) plus a one hour seminar meeting each week, or 35 hours per week for a full semester (or summer). Taken on an H-P-NP basis.

In addition to the required courses, the following electives may be offered:

SW 360-4 SOCIAL WORK SEMINAR 1-0-1 (May be taken more than once.) Prereq. Soc 222

For those students electing the social work concentration only, the objectives of this course will be to discuss mutually agreed upon materials. This might include the integration of courses outside the concentration and its relation to social work; recent articles and research in the field, and/or current events in the context of social work values and goals. Taken H-P-NP basis.

SW 371-80 TOPICS IN THE FIELD OF SOCIAL WORK 3-0-3 Prereq. P.O.I.

Areas of particular social work interest may be offered. These may include (but will not be limited to): Social Policy and Law; Family Dynamics and Implications for Practice; Methods of Working with Children; Child Welfare Policies and Services; Public Welfare Developments.

SW 402 METHODS OF SOCIAL WORK II 3-0-3 Prereq. SW 401, Soc 370 (Group), and Soc 370 (Community).

The skills of group work, community organization, and social action will build on the knowledge gained through the prerequisite sociological course material.

SW 481-90 INDEPENDENT STUDY Variable Credit Prereq. P.O.I.

The opportunity for a student to pursue independently the study of some aspect of social work. This might take the form of direct involvement in some type of local social action or social welfare movement with or without a research component.

INTERDISCIPLINARY MAJORS AND AREAS OF CONCENTRATION

An interdisciplinary program is a program which has significant elements in two or more departments. Many departments require supporting courses from other departments because of the need for prerequisite educational experience. In interdisciplinary programs, however, the various disciplines involved have agreed upon and contribute toward a program which has a unified objective.

CULTURAL AREA STUDIES CONCENTRATIONS

Elizabethtown College supports two cultural area studies programs as an interdisciplinary effort to make available to students the opportunity to study the African and Latin American civilizations from the complementary perspectives of several academic disciplines. These programs are regional focuses intended to encourage interested individual students of any major to organize their core and elective courses around a central integrating theme encompassing the humanities and the social sciences. Experiences abroad are offered at the University of Ghana and the University of the Americas in Mexico. Area studies certificates are available to students who complete the programs.

Besides giving the student an insight into a culture different from his own and into the problems of the two-thirds of mankind living in the developing nations, completion of one of these programs will prepare him for graduate work in African or Latin American studies or benefit him for a career in government, private enterprise, or service fields dealing with those regions. Latin American studies also provides a base for careers in social work or education involving contact with Latin Americans in the United States.

The programs in area studies consist of a minimum of eighteen credit hours of courses relating to Africa or Latin America plus the completion of the intermediate year of Spanish for Latin American Studies. The following courses compose each program, in addition to the intermediate level language requirement for Latin America:

African Studies

History of Africa
Seminar in Problems of African History (Special topics seminar)
African Politics
Peoples and Cultures of Africa
Interdisciplinary African Studies Bloc
Black History

African Literature in Translation
Politics of Developing Nations
Seminar in Economics of Development (Special topics seminar)

Latin American Studies

Spanish language courses in composition and conversation
Spanish American Literature
History of Latin America
Politics of Developing Nations
Latin American Politics
Seminar in Economics of Development (Special topics seminar)
Peoples and Cultures of Latin America (Special topics seminar)

For information see these coordinators:
African Studies—Dr. Bela Vassady
Latin American Studies—Dr. Wayne A. Selcher

FORESTRY MAJOR

Elizabethtown College offers a cooperative five and one-half year interdisciplinary program with Duke University. Following successful completion of three years at Elizabethtown and two calendar years at Duke the student is awarded an M.F. or M.S. degree in Forestry from Duke University. At Duke students may choose from programs in Forest Management, Forest Protection or Natural Resources Ecology and Environmental Management.

While at Elizabethtown, students fulfill the pre-forestry program by completing the General Education Core for the B.S. degree and 36-42 semester hours in a combination of Biology, Business and Political Science. Students electing a concentration in Biology will take Chemistry to fulfill the General Education science requirement; students electing a concentration in Business or Political Science will select Biology to fulfill the General Education science requirement. Math requirements may be satisfied by either Math 117, 118 or Math 101, 121.

A student concentrating in Biology will take 24 hours in Biology and 18 hours of Business and Political Science with at least 6 hours in each department.

A student concentrating in Business will take 24 hours in Business and 18 hours of Biology and Political Science with at least 6 hours in each department.

A student concentrating in Political Science will take 18 hours in Political Science and 18 hours of Biology and Business with at least 6 hours in each department.

The recommended courses are as follows:

Biology Concentration

Bio 103	Introduction to Biology	4
Bio 104	General Biology	4
Bio 204	Plant Morphology, Bio 206 Plant Taxonomy	4
Bio 207	Invertebrate Zoology, Bio 215 Genetics, Bio 205 Microbiology	4
Bio 307	Ecology	4
Bio 309	Plant Physiology	4
	Total	24

Biology Minor

Bio 103
Bio 104 if only 6 hours are
Bio 204 elected, they should be
Bio 103 and 104

Business Concentration

Ac 107	Financial Accounting	3
Ac 108	Managerial Accounting	3
Ec 101	Principles of Economics I	3
Ec 102	Principles of Economics II	3
BA 331	Business Law	3
BA 332	Business Law	3
BA 361	Behavioral Theory in Management	3
CS 125	Introduction to Computer Processing	3
	Total	24

Business Minor

Ec 101
Ac 107 any 6 or 9 hours may
CS 125 be selected in any
BA 361 order

Political Science Concentration

PS 117	American Political Institutions I	3
PS 118	American Political Institutions II	3
PS 305	Political Parties and Pressure Groups	3
PS 310	Public Administration	3
PS 497-499	Capitol Semester Internship	6
	Total	18

Political Science Minor

PS 497 (must be chosen in this order)
PS 499 if only 6 hours are
PS 310 elected they should
PS 117 be 497, 499

Recommended electives for *Political Science* and *Business* concentration: (In order of priority)

Ch 101-102, 301
ES 108-202
Bio 204, 307, 309, 206

Students interested in this program should consult with the Chairman of the Department in which he intends to concentrate or with Mr. Laughlin.

MEDICAL TECHNOLOGY MAJOR

(See Chemistry for detailed program)

Students preparing for this vocation need to complete a minimum of 100 semester hours in college and pursue a 12 month period of study in an approved hospital. For those students who desire a broader liberal arts background, the student has the option of spending a fourth year on campus and earning the B.S. prior to entering the clinical year.

SOCIAL SCIENCE COMPREHENSIVE MAJOR

This program is designed specifically for social studies teacher education and leads to a Bachelor of Science degree. The rationale for this program is that it allows a student to complete a major area in any one social science and also to develop a complementary background in three other areas of social sciences. The intent of this structure is to supply a prospective teacher in the social sciences with as complete a background as is possible to teach in the public school system while still developing a major. Following are the areas in which one may specialize within the comprehensive program: history, political science, sociology, economics, and psychology. Please refer to the specific departments for the selection of courses necessary to complete requirements for the major and minor areas.

I. Structure of the Social Sciences Comprehensive major.
   A. 24 hour major*
   B. 12 hour minor
   C. 12 hour minor
   D. 12 hour minor
   E. 6 hours geography

   *If history is not the major area of concentration (24 hours), then it must be one of the 12 hour minor areas.

II. Structure of education
   A. Education 215, 5 hours
   B. Education 305, 4 hours
   C. Education 472, 12 hours

III. Fulfillment of General Studies Requirements.

PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

Business

The Department of Business offers programs in Business Administration and Accounting. See the description under Business Department for information.

Engineering

In cooperation with the Pennsylvania State University, Elizabethtown College offers a curriculum leading to an engineering degree. See the description under Physics Department.

Forestry

Elizabethown College offers a cooperative five and one-half year program with Duke University which leads to a B.S. degree from Elizabethtown and an M.F. or M.S. degree in Forestry from Duke University. The student's program at Duke may be in Forest Management, Forest Protection or Natural Resource Ecology and Environmental Management. See interdisciplinary majors.

The Healing Arts

Pre-Dental, Pre-Medical, Pre-Osteopathy, Pre-Pharmacy, Pre-Veterinarian

Most individuals wishing to enter one of the healing arts will find it desirable to major in biology, chemistry, or psychology. Students not majoring in one of the sciences should plan a strong background of electives in science as a very important part of the pre-professional program. The program should be structured in consultation with the major department.

Allied Health Programs (See Department of Allied Health)

Pre-Nursing

The college offers two years of study which will enable the student to transfer directly to Widener's College of Nursing located at Chester, Pennsylvania.

This is a baccalaureate nursing program and has received full accreditation by the National League for Nursing.

We are not affiliated with nursing programs other than Widener. However, students may elect to transfer to other institutions with similar programs.

Persons interested in this program should consult with Dr. Robert Heckman of the Department of Biology.

Pre-legal

The College recommends that the student who plans to enter the legal profession should follow a course leading to one of several majors. Among these might be Business, Economics, History, Political Science, or Philosophy. This will make possible the election of courses in many areas.

Persons wishing to enter law school should become familiar with the admissions requirements of the schools in which study is projected and plan a course of undergraduate study accordingly. Information may be obtained from the pre-law adviser, Dr. Wayne A. Selcher.

Pre-Ministerial

Those who are preparing for the ministry should investigate the entrance requirements of the seminary in which they plan to secure their professional training. Majors in many different areas will prepare a student for admission to most theological schools. Such are the demands on the present-day clergyman that there are few subjects in the curriculum that would not contribute to his efficiency, and he should seek as broad a background as possible. Students interested in the professional ministry may wish to discuss that concern with the College Minister. Once the decision is made, the student should seek the aid of the departmental guidance adviser in the chosen major department.

Social Work

Elizabethtown College offers a concentration in social work designed to meet the requirements of the Council on Social Work Education for an approved program. (Certification is presently pending.) The social work concentration is offered as a part of the Sociology Department, although it is not limited to Sociology majors.

Completion of this concentration will allow a student to qualify for entry-level casework positions after graduation as well as prepare him for entrance into a graduate school of social work for professional training. For a more complete description of this concentration, see the Department of Sociology.

OFF CAMPUS STUDY

Cooperative Program of Undergraduate Study in Germany, France and Spain

The six colleges associated with the Church of the Brethren are cooperating in a junior year of study in Germany, France, and Spain. Students may study at Phillips-Universitat, Marburg/Lahn, West Germany, at the University of Strasbourg, Strasbourg, France, and at the University of Barcelona, Spain. A wide selection of courses is offered in the social sciences and the humanities. Students are given intensive language instruction prior to the opening of the university semesters.

To qualify for this program, students must have completed the equivalent of the second year of German, French, or Spanish in college, and have an overall academic record of B or within that range. Other qualifications include seriousness of purpose, good character, demonstrated potential for social adjustment, and a basic understanding of the United States and the host country. A faculty adviser from one of the cooperating colleges is in residence in Europe during the year.

The program accommodates about twenty-five students at Marburg and about the same number at Strasbourg and Barcelona. Elizabethtown College has a quota of about three or four for each university. The interested student should confer with Mrs. Anne-Francoise M. Arbuckle, BCA Program Coordinator, and work closely with his major adviser.

University of Ghana and University of the Americas

Elizabethtown College has programs of study abroad at the University of Ghana (Accra), West Africa, and the University of the Americas (Puebla, Mexico). English is the language of instruction at the University of Ghana, while the University of the Americas uses both Spanish and English. Further information on Ghana may be obtained from Dr. Elizabeth Garber and on Mexico from Professor Bruce Lehr.

Internship

Elizabethtown College has intern programs in education, accounting, political science, and social problems. These programs involve the student directly in teaching in the public schools, and working in business, the state government in Harrisburg, and various social agencies. The learning experiences are structured, supervised, and evaluated by the College.

Merrill-Palmer Institute

The Merrill-Palmer Institute of Human Development located in Detroit, Michigan, has approved Elizabethtown College as a cooperating institution in its undergraduate program in the behavioral sciences.

The Merrill-Palmer Institute, founded in 1920, is a non-degree granting institution of higher education. Its program includes teaching, research, and community services. The coeducational body is composed of both graduates and under-graduates from colleges and universities throughout the United States and abroad.

In addition to pursuing advanced theory courses, the Merrill-Palmer undergraduate aids in conducting research and has the opportunity to meet and work with some of the outstanding individuals in the field of behavioral sciences.

To be eligible, the student must be entering either the second semester of his junior year or the first semester of his senior year.

At the Institute, he will register for 15-17 semester hours, which will be accepted for credit when he returns to Elizabethtown the following semester.

Although the program is intended primarily for students in the behavioral sciences, other students having an interest will be considered. Further information may be obtained from the Chairman, Department of Psychology.

Center For Community Education

Elizabethown College seriously considers educational service to the community as one of its primary roles in meeting the vast and varied needs of today's citizen. In accomplishing this role, Elizabethtown College has accepted the following goals for its continuing education program:

1. To provide degree and certificate programs for adults, who are unable to pursue the traditional study at the College, through the various divisions of the Center for Community Education. Degree and certificate programs are offered in the fields specifically programmed by an individual on the basis of a planned objective. This program may include traditional course work, in-house studies, standard examinations such as CLEP, CPEP, APE, REDP, and USAFI, specially prepared examinations, evaluation of internships and other achievements which may be weighted in terms of attainment towards a degree or a certificate of accomplishment.

2. To provide opportunities for adults to pursue studies for personal growth and professional improvement which may or may not lead to given levels or recognized academic goals. These opportunities allow adults to enhance their intellectual growth, aesthetic enjoyment, creative activity, and to increase their understanding of changing personal relationship thus making them wiser consumers, more effective workers, better family members and more responsible citizens.

3. To provide opportunities for individuals to continue their professional education and development beyond and apart from the academic degrees by providing continuing educational services to business, the church, labor, government and the professions, through various seminars, conferences, and institutes.

The above goals are implemented through the following segments of the Center for Community Education:

1. The Evening School and the University Center at Harrisburg through which the more traditional course work can be obtained to achieve the levels warranting the recognition of degrees and certificates of completion.

2. The Campus Free Division through which the individual goals of a person are evaluated, a satisfactory program prepared to meet these goals, and the options open are limited only by the initiative of the person in pursuing the program submitted and approved.

3. The Community College which is specifically geared to meeting the needs of those persons seeking terminal or incremental objectives at the higher education level. Both traditional and new options are open to the student, but it is assumed

that the traditional channels of higher education will normally be the channel used in this division.

4. The Industrial Relations Institute plans specifically for the business and industry needs of the community. Seminars and workshops are planned and offered to meet the growing needs.

ACADEMIC INFORMATION

The College admits as regular students those who desire a Bachelor of Arts or Bachelor of Science degree program. A limited number of special students may also be enrolled.

The Student's Program

Each student must accept a major part of the responsibility to be familiar with the catalog materials and in consultation with his academic adviser he should carefully prepare his program.

The entering freshman is admitted into the College. The work of the first two years is selected to a large extent to ensure a foundation in general studies and enable the student to select a major wisely.

In most curricula a wide range of electives is offered in the junior and senior years. The student will take the prescribed courses outlined for each consecutive year. The College is not responsible to arrange the scheduling of courses out of sequence. To change from one curriculum to another, the student must consult with a member of the counseling staff.

Academic Information

Since the completion of 128 semester hours of work is required for a degree, a student's program must include an average of 16 semester hours for each of eight semesters to graduate in four years. Many students, however, wisely elect to take a lighter academic load in order to do better work. In these cases most students choose to attend a summer session or a part of a fifth year. A student with average grades may carry up to 18 semester hours of work in any given semester except summer session, when the maximum is 14 semester hours.

A student who has achieved a cumulative quality point-credit ratio of 3.00 or above may carry up to 20 semester hours credit in a semester or 16 semester hours credit in a summer session. For each semester hour above the maximum for which a student is enrolled in a given semester, an additional fee is charged and the Dean of the Faculty must approve it.

Any student taking ten hours or more of credit per semester at Elizabethtown College is considered a full-time student and will pay full tuition and fees. Any student taking nine hours or less per semester will pay the regular semester hour rate, plus applicable fees. He will receive a library card entitling him to full use of the library facilities. In a summer session a full-time student is one carrying a minimum of eight semester hours divided into the 2 terms. Tuition and fees are paid according to the schedule in the summer sessions brochure.

The student's class standing is determined on the basis of the number of credits he has earned. After earning 30 credits, he is considered a sophomore; with 60 credits he is a junior; with 90 credits he is a senior.

Registration

Students are required to register for classes on those days designated on the college calendar. Students registering later than the days specified will be charged a late registration fee of ten dollars. A student may register as either a "regular" or "special" student and as full-time or part-time in either category. Only a regular student is a degree candidate and must be in an approved program. A special student is not a degree candidate.

Change of registration

Change of registration, when necessary, must be approved by the student's academic adviser. Courses may be added within the first week of a semester and may be dropped without academic penalty during the first four weeks. Withdrawal from a class must be approved by the academic adviser and completed through the Registrar's Office.

Credits, Grades, and Quality Points

Credit is indicated in terms of the semester hour. Each semester hour unit signifies work completed in one 50-minute recitation or two or more 50-minute lab periods per week for a semester of 16 to 18 weeks or in an equivalent learning experience.

Grades are reported for work as follows: A, excellent; B, good; C, satisfactory; D, poor; F, failing W, withdrawal, with the grades earned at the time of withdrawal from class I, work incomplete. All grades of I, must be removed by April 1 for those received in the Fall semester; and by October 1 for those received in the Spring semester or Summer Session. Failure to do so results in a grade of F being recorded.

Quality points are given for credits as follows: for a grade of A, 4 per semester hour; B, 3 per semester hour; C, 2 per semester hour; D, 1 per semester hour; F, H, P, and NP, no quality points.

1. Credits earned at another institution while under the jurisdiction of Elizabethtown College, and as part of a program approved by Elizabethown College, are considered on-campus credits. The credits, grades, and quality points are calculated into the student's average.

2. The student's rank in class at graduation is based on the credits, grades, and quality points earned at Elizabethtown College.

3. Ordinarily a student may not repeat a course in which he has earned a grade of D. However, on the request of the student's adviser, and the approval of the department chairman, a student may repeat a course in his major department, or a course required by the major.

Academic Difficulty

The Academic success of a student is measured in grades and quality points. Although a grade of D is passing, a grade of C is considered the lowest satisfactory grade. When a student falls below a cumulative quality point credit ratio of 2.00, which represents an average of C, he is in *academic difficulty*.

It is recommended that a student who is in academic difficulty reduce his academic load to a maximum of 15 semester hours in any semester (six hours per summer term, twelve hours per summer session) in which the condition exists. The academic adviser should be consulted by the student.

Academic Probation

Academic probation means that a student is in danger of being dismissed from the College for academic reasons.

If, after the student has completed between 1 and 18 semester hours in college, he has a cumulative quality point ratio below 1.50, or after completing 19 to 36 semester hours, below 1.80, or after completing 37 to 54 semester hours below 1.90, or after 55 to 72 semester hours below 1.95, or after completing 73 or more hours below 2.00, he is placed on *academic probation*. Academic probation is not retroactive to include the semester when probationary status was obtained.

It is recommended that a student who is on academic probation limit his maximum load to 13 semester hours in any semester in which the probation exists. (Summer maximum should be 6 hours per summer term, 12 per summer session.) The academic adviser should be consulted by the student.

In order to participate in extra-curricular activities or to represent the College in activities off campus, a student must be academically eligible at the beginning of the extra-curricular activity. A student will not lose eligibility for academic reasons, even though his cumulative quality point ratio might drop at the conclusion of a grading period, until the activity is completed.

Academic Dismissal

During the first two years of college, a student may be dismissed for academic reasons after two successive semesters of academic probation. During the last two years of college a student may be dismissed for academic reasons after one semester on academic probation.

A student on academic probation may be requested to withdraw from the college any time the Administration (upon recommendation from the Academic Standards Committee) so decides, after consideration of his overall situation.

A student who is either in academic difficulty or who is on academic probation may be requested by the Academic Standards Committee, in consultation with the student and advisors, to enroll in a special or particular program and/or to become involved in testing, counselling, or other developmental activities. Satisfactory performance by the student in such assignments may be interpreted by the Academic Standards Committee as "satisfactory progress" and may make it unnecessary for the Committee to discharge a student even though the above number of semesters on probation has accumulated.

Graduation requirements

To be graduated from Elizabethtown College, the student must obtain 128 semester hours credit, or in the case of engineering, medical technology, and other special programs the number indicated in the course outline, and all of the specific courses indicated, together with the requirements for his major field. No more than ten semester hours credit in workshop courses is applicable towards a degree; a workshop in any area will be counted no more than twice.

Requirements will be governed by the catalog dated four years prior to a student's graduation, or by the catalog in effect at the time of graduation, if the student so chooses.

Transfer students are subject to the requirements of the catalog in effect at the time they begin studies at Elizabethtown College. Students coming from two-year institutions may, if they desire, be governed by the catalog dated four years prior to graduation if they can present positive evidence that they planned to transfer to Elizabethtown College when they matriculated at the two-year college.

In order for the student to meet graduation requirements, he must earn a minimum of thirty semester hours credit in classes on the Elizabethtown College campus. These thirty credits must be from the last sixty credits, with a minimum of 15 of these credits in the major department.

Elizabethtown College will graduate only those students who have met the moral and financial obligations incurred while they have been in pursuit of their college courses. The completion of the required number of semester hours does not in itself constitute eligibility for graduation.

Degrees will not be granted in absentia without special permission by the Dean of the Faculty.

It is the responsibililty of the candidate for a degree in January, May, or August to make formal application for the degree in writing by November 1, February 15, and March 15 respectively to the Dean of the Faculty.

In order to be eligible for graduation, students must have a credit quality point ratio of at least 2.00 and a minimum average of 2.00 in the major. Students transferring from other colleges must have a ratio of at least 2.00 in courses pursued in residence at Elizabethetown College.

Dean's List and Graduation with Honors

A student having earned an average grade of B+, a quality point-credit ratio of 3.50 or above, is regarded by the College as having performed with distinction.

Students earning a 3.50 or better quality point ratio in any given semester are placed on the Dean's List of Honor Students.

At the time of his graduation, a student who has achieved a cumulative quality point-credit ratio of 3.50 will be graduated cum laude; with a ratio of 3.75 his honor will be magna cum laude; with a ratio of 3.90, he will receive summa cum laude.

A transfer student will receive honors if he has earned a minimum 60 semester hours credit at Elizabethtown College, if he is recommended for honors by the major department, and if his average meets the requirements above.

Class Attendance

At the beginning of each course, the professor indicates his absence policies to the students in his classes. Excessive absence and tardiness are handled by the professor. A student may be dismissed from a course for excessive absences by the professor. The Academic Standards Committee may hear an appeal from the student with power to reinstate him in class.

The College attitude toward class absence is that the academically superior student should be allowed some flexibility in class attendance, and the academically inferior student should be under more rigid class attendance demands. It is the responsibility of each student to attend classes regularly and punctually. Absences caused by ill health and other personal problems should be cared for directly with the professor. Absences due to College sponsored activities are communicated by the educator in charge directly to the appropriate faculty and staff. Difficulties necessitating appeal are dealt with by the Dean of the Faculty.

A student who is absent when an examination is given must secure permission from his instructor in order to take the examination. For a make-up examination which he is permitted to take, he will be charged $2.00 per semester hour except in the case of final examinations for which he will be charged $3.00 per semester hour.

Auditing Courses

A full-time student may elect to audit any course. No fee will be charged if the audit is part of his full-time load. A fee will be charged if the audited course is in addition to the normal semester load.

The requirements for the audit will be determined by the instructor in consultation with the student.

No student is allowed to change a course to an audit after the initial 4 week period. The enrollment of an audit may not preempt a regularly enrolled student where class enrollment is limited. All such courses will be entered on the student's transcript as an audit.

Scholar's Privilege

Any student who appeared on the Dean's Honor List during the preceding semester, may, with the permission of the instructor, attend any class in the College as a scholar's privilege without registration or credit.

Departmental Student Privilege

Any junior or senior student may, with the permission of the instructor, attend any class within his major department.

Credit by Examination

Any student regularly admitted to the college may request to be examined for credit over any course in the catalog. The student must present an authorization form from the Registrar's Office (stamped by the Business Office) to the faculty member before the examination.

The faculty member may assist the student by giving a syllabus of the course and other recommendations. The examination will be comprehensive in nature and may take any form that the faculty member chooses. A fee is charged.

The result of the test should be reported immediately to the Registrar's Office.

Independent Study

The College recognizes the advantages of learning situations other than that of the traditional classroom. In addition to special off-campus programs such as internships, one may also elect independent study in certain instances.

Independent Study shall be undertaken for the purpose of special investigation of a topic or to academically benefit the advanced student in a special learning situation not attainable in regular catalog offerings. An Independent Study should not be entered into in order to avoid regular catalog offerings or simply to assemble credits for graduation. Application for an independent study involves making a preliminary definition of the topic through an outline, bibliography, or fairly extensive statement of the topic or issue to be pursued. In the case of an interdisciplinary study, not only the permission of one's own professor but also of a professor in the second department is necessary. The faculty member or members sponsoring the Independent Study will be involved in planning and evaluating the project, but the student should be capable of independent work. Independent Study is not tied to the academic calendar and a project may be begun or ended at any point. It is to be registered with the Registrar at the beginning of the semester during which it shall be completed.

Application forms for Independent Study are available at the Registrar's Office.

SEVERANCE FROM COLLEGE

Non-Voluntary Severance

The College reserves the right to sever the relationship of a student with the College for both academic and social reasons, or a combination of the two, after the procedures of the College in such matters have been completed.

Voluntary Withdrawal

Withdrawal from the College is initiated through the Counseling Center. For purposes of billing, room reservation and academic responsibility, the effective date of withdrawal will be the date of return of the completed official notice to the Counseling Center. A student who withdraws without notification will receive no refund and may incur full room penalty. Failure to comply with withdrawal procedures may result in loss of: 1) the privilege of readmission to the College; 2) the right to clear transcript of credits.

Leave of Absence

A student may take a leave of absence from the College for academic, financial, medical, or personal reasons, or for fulfilling military/alternative service obligations. Leaves of absence for academic reasons require that a student be in good standing (2.00 average or better).

A leave of absence is initiated through the Counseling Center. A leave may be for one or two semester's duration except in the case of a leave for fulfilling military alternative service obligations, where a leave may extend up to twenty-four months. A pre-registration deposit of $100 is required as part of the leave of absence application. Application for a leave of absence for an academic program must be made no later than the pre-registration period in the semester prior to the one in which the leave begins. In the case of a leave of absence for illness, it is necessary that such illness be verified in writing to the College by a physician. A definite date of return to the College is necessary on all leave applications.

A leave carries with it the guarantee of a place in the student body for the semester agreed upon at the time the leave is granted and for no other time. The student must reaffirm his intention to return by pre-registering at the appropriate time. Failure to return on the date indicated on the leave application will result in forfeiture of the $100 deposit and automatic withdrawal.

PRIZES

Outstanding achievement in a number of areas of study is recognized each year by awarding of prizes by individuals, organizations, and corporations. These prizes include the following: Royer Bible Prize, Weaver Biology Prize, Butterbaugh Chemistry Prize, J. W. Kettering Accounting Prize, Raffensperger journalism Prize, Dr. John R. Gregg Memorial Award, Pennsylvania Institute of Certified Public Accounting Award, and the Wall Street Journal Award.

Campus Life

The purposes and program at Elizabethtown College are broad in scope and involve many aspects of the student's life. Experiences in the classroom, the residence hall, the gym, the Student Center, etc., are all viewed as integral aspects of the student's education. It is expected that in all these areas the student will develop such characteristics as a sense of social responsibility, a concern for the welfare of others, and a deep sense of personal integrity. This institution is as concerned for the cultivation of character and wisdom as it is with the mastery of facts.

Several aspects of campus life designed to foster the goal of such a liberally educated person are described below. Further information will be found in the Student Handbook or may be obtained from the office of the dean of student affairs.

CAMPUS GOVERNMENT

In the Fall of 1970 a new organization for the governance of Elizabethtown College went into effect. As before, the Board of Trustees is the final authority in all matters. Their representative on campus is the President. To advise the President and make major decisions in all areas is a new body called the Community Congress. This body is made up of the faculty, a number of students equal to about one-third the number of faculty members, and the administrators of the College.

The student members of Community Congress compose the Student Senate. These students are elected on a representative basis from residence units, academic departments and the freshman class. Students are members of all councils which carry on the work of the Community Congress.

CAMPUS CLUBS

Professional Groups

Society for the Advancementof Management (business)
Student Pennsylvania State Education Association (education)
Alpha Psi Omega (drama)
Music Educators National Conference (music)
Political Science Club (political science)
Biology Club (biology)
Phi Beta Chi (science)
Student Affiliates of American Chemical Society (chemistry)
Sociology Club (sociology)
Psychology Club (psychology)
Eta Phi Sigma (forensics)
Eta Gamma Kappa (church vocations)
History Club (history)
Society of Physics Students
Geology Club—(Geology)

Honorary Groups

Abraxas (men's honor society)
Sigma Lambda Sigma (women's honor society)
Freshmen Women's Honor Society (freshman)
Supreme Fiction Society (English)
Delta Sigma Rho-Tau Kappa Alpha (speech)
Sigma Pi Sigma (Physics)
Phi Alpha Theta (History)

Political Groups

Young Republicans
Young Democrats

Service Groups

Aero Club
Sock & Buskin (drama)
Circle K Club (College Men's group sponsored by Kiwanis Club)
Naguers (synchronized women's swim club)
Varsity E (athletic lettermen club)
Scuba Club (underwater aquatic club)
Commuters

Religious Organizations
- Lutheran Student Association
- Orthodox Christian Fellowship
- Canterbury Club
- Newman Club
- Intervarsity Christian Fellowship
- Christian Science Organization

The College encourages each student to attend the church of his choice and to become an active student member of the church.

RECREATION AND ATHLETICS

The College provides a wide variety of leisure-time activities without cost to the student. Students are encouraged to use the swimming pool, bowling alleys, gymnasium, tennis courts, playing fields, recreation rooms, and other facilities. Use of these facilities is provided for in the comprehensive fee for all students presenting a College identification card.

An intramural sports program runs throughout the year. It is coordinated by the Athletic Department and by an advisory student intramural committee. The intramural program offers many students opportunity to participate in the sports programs without devoting large blocks of time and energy for training.

The intercollegiate sports program attracts many skilled athletics. The program includes the following sports:

Women—Field Hockey
Swimming
Basketball
Tennis
Cheerleading

Men—Soccer
Cross Country
Basketball
Wrestling
Swimming
Tennis
Baseball
Golf

STUDENT HEALTH SERVICES

The College provides a health service for the needs of the resident student. Clinic hours with a doctor in attendance are held on a regularly scheduled basis. Practicing physicians in the area serve the college on an on-call basis. Students may choose their own physician if so desired.

The college provides an Accident and Sickness Medical Expense Insurance for all students. The cost of this coverage is assumed by the student.

New full-time students (freshmen and transfers) are required to submit a health form to the College Infirmary upon their acceptance to the college. Incoming students are required to obtain some type of T.B. screening—Chest X-ray, Mantoux or Tine Test. For those students unable to secure this test the Infirmary conducts a clinic in the early fall. Students are not able to register for the Spring Semester if they have not received a test for Tuberculosis.

The college intends to provide clinic services only. Students who become seriously ill or have a prolonged illness cannot be adequately cared for on campus for more than two or three days. Parents or guardians will be contacted to provide the necessary care for the student in such cases.

Infirmary hours will be posted at the beginning of each new term.

RESIDENCE LIVING

The College provides many services and conveniences in the residences, and establishes programs which give opportunity for all to enter into a wholesome group experience where the common goals of scholarship exist. Although Resident Counselors, and Residence Governments contribute much to this group living environment, it is hoped that each student will accept much responsibility for his own actions so that living can be a rewarding experience for all who live in the residence community.

Room preference is given to returning students in April. However, some rooms in the residences are reserved for new students. Mutual requests for roommates are honored whenever possible. Assignments are made without regard to race, color, creed, or national origin.

If a student who is assigned to a college residence decides to withdraw from the college or wishes to change his resident status after *July 1,* he is liable for one-half of the first semester room charge. If such a change should occur after three weeks prior to Fall registration, then the resident must forfeit the entire semester's rent for the reserved room. Therefore, the student is obligated to notify, *immediately,* the Director of Student Housing if there is any change of plans after the room assignment has been confirmed.

Students assigned to cooperative houses or College-approved off-campus houses have the same privileges, rights, and responsibilities as students living in residence halls.

Incoming students for the second semester will be assigned to rooms during the three weeks prior to second semester registration. Therefore, requests for second semester room changes within a residence cannot be accepted after that date.

Room changes during the semester may be made only with the final approval of the Director of Student Housing. The college believes that students should learn to work out their differences through compromise and logic rather than avoiding their problems. Should the student feel strongly that a room change is essential he should consult his Resident Counselor or Head Resident.

The residences are closed during all official vacation periods, and rooms may be used for conference guests during these periods by the College. Closing and reopening hours for vacation periods will be specified and publicized by the office of the Director of Student Housing.

All resident students take their meals in the College Dining Room regardless of the room assignment, except for students living in cooperative housing.

STUDENT CONDUCT

Elizabethtown College expects its students to use mature, discreet judgments at all times, so as not to bring discredit to themselves or the College. The College community does assume responsibility in helping students to set and maintain satisfactory standards of behavior in areas vital to their future. For this reason, the College involves representative students through the Student Senate in helping to determine many of its value systems. The College does not intend to set up a code of behavior for every situation, but it does look to its faculty and students to maintain high expectations and to render sound judgements concerning student life.

Guided by these expectations, the College community determines standards of conduct that are essential to the collegiate community. Many of these conditions are set forth in the Student Handbook, and other College publications. The College does reserve the right at anytime and at its own discretion to determine when a student has transgressed its standards and to terminate the relationship if deemed necessary.

Automobiles

Freshman resident students are not permitted automobiles on campus or in the Borough of Elizabethtown during their freshman year. Automobile Regulations for all students are published annually and distributed at registration time. All automobiles used by students and staff must be registered and properly identified by a College decal.

Identification Cards

All students, including part-time students, who attend Elizabethtown College are required to obtain a Student I.D. Card to be presented upon request by any College official. I.D. Cards are used for dining room, the library, cultural and athletic events, the Student Center and many other facilities and events sponsored by the College. Their card must be surrendered to the College upon withdrawal or dismissal.

Student Rights and Responsibilities

The College respects the right of students to air their grievances as long as it is conducted in a peaceful, responsible manner and as long as it does not disrupt the educational program of the College. Students are encouraged to use the normal channels of communication such as Student Senate and Community Congress or go directly to faculty and administrative personnel and express their concerns. It is hoped that grievances may be expressed, defined and solutions found through the normal channels of communication. In this cooperative manner the College community works together to solve its problems and to avoid serious confrontations based on lack of understanding and mutual respect.

Student and The Laws

The College recognizes and supports the civil laws controlling the conduct of students on and off the campus. Students who become involved with civil authorities may ask College personnel for counsel and advice; however, the College does not assume any legal responsibility to serve *in loco parentis*. College students who violate a civil law may be violating a College regulation. The College reserves the right to enforce its own regulations apart from civil actions; therefore, students in such situations are under double jurisdiction (not double jeopardy).

Use of Drugs

Elizabethtown College recognizes that the misuse of marijuana and other drugs is a serious violation of the law, and the College will not protect students from prosecution by the law. Students involved in purchasing, possessing or consuming of drugs illegally, on or off campus, while under jurisdiction of the College are in serious violation of College regulations. A further exploration of this position will be found in the Student Handbook.

Use of Alcoholic Beverages

The College recognizes and supports the civil laws controlling the use of alcoholic beverages within the state. In addition, students are asked to abide by the College regulation which states "it is contrary to the policy of the College for students to purchase, possess (store), and/or consume alcoholic beverages on or off campus while under College jurisdiction." College jurisdiction includes any social, athletic or educational activities on and off campus sponsored by or related to the College. Students violating College policy will be brought before the proper disciplinary agencies as explained in the Student Handbook.

A student who is 21 years or older should use his own discretion as to his conduct when not under jurisdiction of the College. However, the College deplores the abuse of alcoholic beverages by students not under College jurisdiction and considers intoxication, disorderly conduct or bad manners arising from misuse to be particularly serious offences. This policy is important because of the role that the student has in his relationship with students under 21 years of age. See the Student Handbook for further information on this matter.

COUNSELING SERVICES

The College provides a staff of professionally trained counselors to assist in vocational and educational planning and in solving problems of a personal or social nature. Counselors do not attempt to make decisions for students but rather seek to help them discover facts, examine feelings and attitudes and to explore possible solutions and alternatives in an atmosphere of mutual respect and confidentiality. Individual testing is available as an aid in the counseling process. In some instances a student may be referred to outside agencies with which the College cooperates; such referrals are on a voluntary basis.

Specialized assistance is provided in financial aid, in vocational development and in placement in addition to the general counseling available.

STUDENT AND PUBLIC ENTERPRISES

Each year, the College community attracts many enterprising groups wishing to capitalize upon the interests of those on campus. In order to protect students and faculty from exploitation the following regulations are in effect:

1. Student organizations wishing to sell articles or to collect money for special events or activities are required to have Senate approval before proceeding with projects on campus.
2. Outside agencies, including salesmen, welfare recipients, collegiate representatives interested in contacting students must have the approval of the Director of Students before proceeding to contact members of the College community.
3. Students, likewise, are asked to refrain from promoting student-centered enterprises in the Borough of Elizabethtown in behalf of College activities without getting permission from the College before proceeding.

Personal Property Insurance

Since the College has no insurable interest in the personal property of students housed in student rooms, the College cannot carry insurance on such student property. Therefore, a student is responsible for carrying insurance should he desire such personal property to be insured.

ANNUAL EXPENSES 1973-74

The expenses for the year are covered by a comprehensive fee, which for resident students includes tuition, furnished room, board (exclusive of Thanksgiving, Christmas, end of semester, and Easter vacation); use of library, student center, gymnasium, athletic field; admission to all athletic games on the campus; admission to community cultural programs; subscriptions to the *Etownian* and *Conestogan;* and limited use of the infirmary.

For commuting students the comprehensive fee covers the above except furnished room, board, and limited use of the infirmary.

The comprehensive fee is as follows:

	Annual	*Term*
Resident Students:		
Founders Residence	$3305.00	$1652.50
Schlosser Residence	3295.00	1647.50
Brinser, Myer, Ober, and Royer Residences	3245.00	1622.50
Cooperative Housing	2705.00	1352.50
Off-Campus Residents	2805.00	1402.00
Commuting Students	2290.00	1145.00

Individual charges in addition to the comprehensive fee are as follows:

*Private music lessons—Full-time students	$75.00	per semester
Examinations for advanced standing with credit	20.00	per course
Accident and sickness insurance	18.00	nine months
Breakage Deposit	$25.00	
Activities Fee for part-time, non-resident students	15.00	per semester

The above fees are on the basis of a full-time student taking from 10 to 18 hours per semester. Part-time students and hours in excess of 18 will be charged at the rate of $55.00 per semester hour plus attendant course fees and student fees as individually determined. Tutorial courses are charged at the rate of $90.00 per semester hour.

The comprehensive fee is payable prior to registration each year. Credit allowed for college scholarships, grants-in-aid, self-help assignments, matriculation or pre-registration deposits and the like will be deducted from the invoices.

ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

---

* Individual instruction taken as part of a formal degree program is included with the comprehensive fee.

Absence and Sickness

A student who is absent from College because of sickness, or for any other reason, and retains his place in class, pays in full during his absence.

Withdrawal

Withdrawal from the College is initiated through the Counseling Center. For purposes of billing, room reservation and academic responsibility, the effective date of withdrawal will be the date of return of the completed official notice to the Counseling Center. A student who withdraws without notification will receive no refund and may incur full room penalty. Failure to comply with withdrawal procedures may result in loss of: 1) the privilege of readmission to the College; 2) the right to clear transcript of credits. Refunds for a withdrawal due to serious illness or call by the Selective Service will be prorated to the date of withdrawal. No refunds are made when a student is suspended or dismissed from College.

If withdrawal occurs between July 1 and a date three weeks prior to fall registration, the resident student is liable for one-half of a semester's room charge. If the withdrawal occurs within the three weeks prior to the day of registration in either semester, the resident student is liable for a full semester's room charge, plus the applicable deposit. If the withdrawal occurs after the beginning of the semester, the student is obligated for a full semester's room charge, actual board used to the date of withdrawal, plus 25% of the unused portion and tuition as follows:

*Period of Attendance**	*Per Cent of Semester's Charge*
First week	25%
Second through Third weeks	50%
Beginning of the Fourth week	100%

General Expense Information

Two transcripts of credits will be provided free for all students while in regular attendance. A charge of one dollar per copy will be made for all other transcripts of credit. No transcripts of credit are furnished to students whose accounts are not paid in full.

A fee of $15.00 must accompany the application for admission. This fee covers the cost of processing the prospective student's application, is non-refundable, and cannot be applied toward the payment of other charges.

A successful applicant should send to the Director of Admissions, Elizabethtown College, a matriculation deposit of $100.00 within 30 days after receiving his letter of acceptance. This deposit reserves space in class and a room for boarding students. It will be credited to the student's account when he matriculates. The fee is not refundable, except that $50.00 will be returned in event of withdrawal prior to February 15.

---

* The first day of registration counts as the beginning of College.

A pre-registration deposit amounting to $100.00 is required of all matriculated students planning to return to college. The pre-registration deposit for the following year is payable at the time a student pre-registers for the fall semester. It is applicable to the first semester's account and is not refundable.

A graduation fee of $10.00 is charged each candidate for a degree. Cap, gown, and hood rental is paid upon placing an order.

Checks should be made payable to Elizabethtown College.

TUITION AND FEES FOR MEDICAL TECHNOLOGY STUDENTS

There will be an administrative charge of 10% of Elizabethtown College's tuition costs to the Medical Technology students entering their affiliation year in 1974, 1975, and 1976. The incoming freshmen Medical Technology students for 1974, whose affiliation will be in 1977, are to be forewarned by the Admissions Office of the likelihood of being charged full tuition, less fees, because of the fact that hospitals are beginning to charge the College for intern services. Elizabethtown College will then meet the fees charged by the particular hospital in which the student has chosen to affiliate.

It is further understood that until the College charges full tuition to Medical Technology students for their intern year, said students will pay the hospital any charges directly related to the intern year, as well as pay the College the 10% Administrative fee.

STUDENT FINANCIAL AID

The financial aid resources at Elizabethtown College include scholarships, grants, loans, and employment.

Scholarships

The Elizabethtown College Academic Scholarships are competitive, and the awards range from $200 a year to full tuition. The minimum requirements include a combination score of 1,000 in the College Entrance Examination Board Tests, and the applicant must also rank in the upper ten per cent of his high school graduating class.

The scholarship winners must maintain the following cumulative quality point ratios in order to be eligible for renewal of the scholarship: at the end of the freshman year 2.50, at the end of the sophomore year 2.75, and at the end of the junior year 3.00. Transfer students may apply for the Academic Scholarships. They will be evaluated on the basis of their high school record, College Entrance Examination Board Tests, and their record at the prior institution of higher education.

Elizabethtown College students who have a cumulative quality point ratio of at least 3.00 at the end of their sophomore year are eligible to apply for a Dean's Privilege Scholarship. Students may apply through their advisor and department chairman for consideration for the Dean's Privilege Scholarship.

Elizabethtown College sponsors National Merit Scholarships for high school seniors who plan to enroll at the College. Other scholarship programs include the Elmer L. and Frances E. Esbenshade Scholarship Aid Memorial Fund, the Ruth Eshelman Althouse Scholarship, the Slaymaker Lock Company Scholarship Fund, the National Central Bank Work-Scholarship Program, the Elizabethtown Kiwanis Golden Anniversary Scholarship, and a Nursing Education Scholarship sponsored by the Nursing Education Council of the Bethany Brethren Hospital.

Several scholarships are available for disadvantaged students. These scholarships are competitive. The applicants are evaluated on the basis of their academic record and their financial need as determined by the Parents' Confidential Statement.

Grants

Elizabethtown College Grants are available for high school seniors and transfer students. These competitive one-year grants range in value from $200 to full tuition. A student must rank in the upper twenty-five per cent of his high school or college class. The applicant must have participated in high school, college, or local community activities by demonstrating positive leadership, special talent, or general service to one of these areas. The financial need of the applicant will be considered.

The Elizabethtown College Grant is also available to current undergraduates enrolled at the College. The Grant will be awarded on a competitive basis, and the same basic guidelines apply to the current undergraduates as outlined above for the high school seniors and transfer students with the following exception: a student must have acquired a cumulative quality point ratio of at least 2.0 during the previous year at Elizabethtown College.

The nominations for these Grants can be made by any member of the faculty and administration of the College through the Financial Aid Office in Alpha Hall. Any qualified student may take the initiative in applying for this Grant by securing the recommendation of a member of the faculty or administration and forwarding this recommendation to the Financial Aid Office. The recipients of the Elizabethtown College Grant will be selected by the Committee on Admissions and Academic

The College awards Educational Opportunity Grants to students under the provisions of the Federal Higher Education Act of 1965. The student must be enrolled or accepted for enrollment on a full-time basis, must be capable of maintaining good academic standing, and have exceptional financial need. This program may be phased out in favor of the Basic Educational Opportunity Grant Program initiated by the 1972 amendments to the Higher Education Act.

The College awards a limited number of grants to students who have athletic talent.

Loans

The National Direct Student Loan Program enables a student to borrow a maximum of $1,000 per academic year. An eligible student borrower must be enrolled or accepted for enrollment as at least a half-time student, must demonstrate a definite need for the loan to pursue his course of study, and must be capable of maintaining a good academic standing.

The 1972 education amendments also produced changes in the guaranteed loan program of educational loans secured through one's local lending institution. Applications for these loans are secured from the lending institution but the College needs to have the results of a current Parents' Confidential Statement on file in order to certify the application.

Educational payment plans which enable the sutdent to spread the payments over several months are available. The College provides information on the Girard Edu-Check Plan and the Richard C. Knight Insured Tuition Plan.

Employment

The College provides a limited number of employment opportunities for students in the dining hall, library, laboratories, academic departments, and other areas. The dollar value of the assignment depends upon the nature of the work. The students who are currently enrolled are given the first opportunity to obtain employment.

The College sponsors a Work-Study Program developed by the Federal Government under the Economic Opportunity Act of 1964 for students who demonstrate financial need.

General Information Regarding Financial Aid

All applications for financial aid must be received before March 1 to insure eligibility for assistance for the following academic year, because no financial aid is assigned automatically. Each applicant must file a Parents' Confidential Statement with College Scholarship Service, so the financial need of each student can be evaluated on a standard basis. The Parents' Confidential Statements are available from the high school counselor or the Financial Aid Office at Elizabethtown College.

Students who are interested in applying for the Elizabethtown College Academic Scholarship *exclusively* do not have to file a Parents' Confidential Statement. The deadline for the receipt of applications for the Elizabethtown College Academic

Scholarship is February 1, instead of the March 1 deadline for all other forms of financial assistance.

Each student must maintain the academic and citizenship requirements of the College to maintain his financial aid. Any student who is placed on probation (academic or social) will lose his financial assistance. Students who withdraw from Elizabethtown College will forfeit their financial aid. All forms of financial aid are awarded on an annual basis, and a student must be enrolled on a full-time basis to be eligible for assistance in most financial aid programs. The type and amount of any financial aid awards will be based on the student's financial need, academic record, and the contribution of the student to the College.

Students should contact their high school counselor regarding scholarships which are awarded by local organizations such as the Lions Club, Kiwanis Club, and the PTA. The students should also check with their parents' employer regarding scholarship programs, and they should also investigate other external sources of financial aid such as the state scholarship programs.

All requests for applications and other information regarding financial aid should be directed to the Financial Aid Office, Alpha Hall, Elizabethtown College, Elizabethtown, Pennsylvania 17022.

STUDENT PUBLICATIONS AND COMMUNICATIONS

The Etownian

The campus newspaper, the *Etownian,* is published weekly at the direction of a student staff. The *Etownian* carries news of campus interest and reflections of editorial opinion. It is designed to provide a means for the expression of student views and interests and to serve the College community at large. College students receive their copies as part of the activities fee.

The Conestogan

The College yearbook is published each spring to record the activities of the campus community. College students receive a copy as part of the activities fee.

Campus Radio Station

WWEC, the College radio station, broadcasts daily under the management and operation of a student staff. News of general campus interest, special features, and various types of music are carried at 740 on the AM Band.

The Elm

The College literary magazine is published annually. Contributions of art and creative writing by students are solicited for inclusion in the magazine.

Student Handbook

Each year the College prepares a student handbook to provide information pertinent to college life, campus activities, and general rules and regulations. Copies are provided for all students.

STUDENT LIFE INSURANCE PROGRAM

Elizabethtown College has arranged for a special protection program which enables students to obtain a personal life insurance policy at low cost. Information on this program is sent to each freshman prior to his registration.

THE FUND FOR THE ADVANCEMENT OF ETHNIC UNDERSTANDING

The quest to gain greater understanding and rapport among people of differing ethnic characteristics is of central importance to the realization of the highest ideals of the Christian faith.

The attainment of understanding is rooted in a mutual desire among people of different races and/or creeds to communicate, to work together in cooperative ventures, to explore with frankness and candor any false or divisive impressions held by either party.

A college campus, where open-minded and open-hearted inquiry is encouraged, provides a natural setting for the promotion of this kind of understanding. It is to this end that The Fund for the Advancement of Ethnic Understanding has been established at Elizabethtown College by members of the Bucher Family, who invite the participation of all interested persons or groups.

Monies contributed to this program will be used according to the terms of the Fund to underwrite projects designed to enhance understanding among various ethnic groups. Possible projects include seminars, in-service practicums, recruiting of minority group students, faculty/student research, and/or symposiums dealing with ethnic problems.

Further information concerning The Fund for the Advancement of Ethnic Understanding is available from the Director of Development, Elizabethtown College, Elizabethtown, Pennsylvania 17022

THE RUFUS P. BUCHER, JR. HONOR AWARD FOR COURAGE

Established by Arlene Kettering Bucher, '47, in memory of her husband, Rufus P. Bucher, Jr., '46, this honor is presented periodically to an Elizabethtown College student who demonstrates an overt and extraordinary concern for the welfare of others or a moral principle.

Mr. Bucher, who sacrificed himself in an attempt to save the life of a drowning child, personified a high degree of courage coupled with an unstinting interest in those around him.

This honor is designed to recognize those students who display an uncommon regard for the well-being of others and whose personal lives reflect the worthy ideals inherent in Christian higher education.

The recipient of the award shall be recognized through a certificate. In addition there will be a cash prize to be given, at the direction of the student, to the department or activity of his choice within the program of the College.

THE JOHN FREDERICK STEINMAN FOUNDATION AWARD FOR TEACHING EXCELLENCE

The John Frederick Steinman Foundation Award for Excellence in Teaching at Elizabethtown College is presented annually in two parts:

A. To the individual faculty member who is judged outstanding with regard to his/her (1) general ability as a teacher, (2) reflection of the stated purposes and objectives of the College, and (3) service to the institution.

B. To the academic department of the College which is judged to be outstanding in teaching performance as a result of the collective efforts of the faculty members involved.

The purpose of these prizes is to encourage and foster superior teaching on the part of the faculty of Elizabethtown College in recognition of the fact that the learning relationship between teacher and student is of central importance in the total program of the institution.

The Campus

Students at Elizabethtown College live and learn on a 110-acre campus distinguished by the quiet, natural beauty of its buildings of modern colonial architecture, its broad dell lined with trees and the shimmering lake adjacent to the terraced athletic fields.

The principal buildings on the campus are:

Academic and Administrative Facilities

Alpha Hall—The oldest building on the campus, Alpha Hall now serves as the administrative center. Personnel related to the offices of the President, the Executive Vice President, the Treasurer, the Dean of Student Affairs and the Director of Public Affairs have offices here, including such personnel as the Director of Admissions, the Registrar, Director of Financial Aid, and the Business Manager.

Esbenshade Hall—A modern classroom building, Esbenshade Hall is the teaching center of the campus. Located within the building are laboratories for the study of physics and earth science, psychology and modern languages, in addition to general classrooms, faculty offices, and a large lecture hall.

Gibble Science Hall—Well-equipped laboratories for the departments of biology and chemistry plus several general-purpose classrooms and the Brinser Lecture Hall are located in this building.

Rider Hall—The second oldest building on campus, Rider Hall houses the Department of Music and includes large and small practice rooms, a recital hall, several general classrooms and faculty offices.

Zug Memorial Library—The library, located in the center of the campus, provides an inviting setting for study and research. Its resources, designed to support the academic program of the college, include books, records, tapes, microfilm, periodicals, and pamphlets. Students and faculty have direct access to approximately 104,000 volumes in the library.

Zug Memorial Library is a member of the Union Catalog of Philadelphia and the Area College Library Cooperative Program of Central Pennsylvania. Membership in these organizations gives us direct access to the resources of these cooperating libraries. Interlibrary Delivery Service makes three deliveries of interlibrary loans per week.

Fairview Hall—Originally a residence, this 50-year-old structure has been converted into a Center for the Humanities, providing office space and seminar rooms for the Departments of English, History, and Religion and Philosophy.

Social Sciences Hall—This modern structure includes the Center for Business Studies and provides faculty offices, classrooms, and specialized facilities for the Departments of Business, Education, Political Science, and Sociology.

Campus Residences

David E. and Sadie M. Brinser Residence—Dedicated in 1965, this three-story residence provides modern housing accommodations for 144 men.

Elizabeth Myer Residence—A residence for women, overlooking the campus dell, this building provides complete living accommodations for 132 students. The College Dining Rooms, which can seat up to 600, are located in one wing of the building.

H. K. Ober Residence—A residence for men, this building is one of the largest on campus. It features two wings joined by a pleasant lobby area and lounge and provides rooms for 247 students.

B. Mary Royer Residence—A residence for women, this building provides complete housing facilities for 133 students. It was dedicated in 1962.

R. W. Schlosser Residence—Completed in 1965, this modern residence for women offers complete housing for 206 students. Carpeted and air-conditioned, it is regarded as a model campus residence.

Founders Residence—Completed in early 1971, this building houses 328 men and women in four separate wings. The building's design in 16 student living areas makes possible a new approach to education that emphasizes common-learning experiences inherent in small group relationships.

All residence halls on the campus include lounges on each floor for study and recreation, laundry facilities, and attractive lobby areas.

There are also several small residences near the campus used as cooperative housing for students.

Auxiliary Facilities

Alumni Physical Education Center—One of the newer buildings on the campus, the APEC provides complete facilities for the College's program of health and physical education and inter-collegiate athletics. The Troy M. and Elsie S. Thompson Gymnasium includes seating for 3,300 spectators. In addition, there are special training facilities, classrooms, and faculty offices.

Baugher Student Center—The hub of the student activities program, this complex houses an auditorium-gymnasium, the College post office, bookstore, snack bar, bowling alleys, swimming pool, public information office, campus minister, counseling services, student communications center with radio studios and newspaper office, and lounges and conference rooms of various sizes.

The College: Its History and Development

Elizabethtown College was chartered in 1899 by members of the Church of the Brethren who were interested in establishing an institution of higher education for their denomination in eastern Pennsylvania.

As expressed by the founders in the charter, the purpose of the College was "to give such harmonious development to the physical, mental, and moral powers of both sexes as will best fit them for the duties of life and promote their spiritual interests." While expressed in different words, the purpose of the College today still embodies the essence of this educational philosophy.

The Commonwealth of Pennsylvania granted a charter on September 23, 1899. Classes were held for the first time the following year. During its early years, limited enrollment and finances hampered the general development of the institution.

Supported initially by contributions from individual churchmen, the College in

time became the responsibility of the Eastern (now the Atlantic Northeast) and Southern Pennsylvania Districts of the Church of the Brethren. The Church Districts officially assumed the responsibility for operating the College in January, 1919.

With the advancing years, the College grew in the size of its enrollment, the extent of its physical facilities, and the quality of its academic program.

Formal accreditation was granted in 1921 by the Pennsylvania Department of Public Instruction and in 1948 by the Middle States Association of Colleges and Secondary Schools.

The rate of growth increased significantly since the end of the Second World War. The student enrollment has more than quadrupled in that time. Eleven major building projects have been completed since 1955. The academic program has been expanded and is continually revised to meet changing needs on the part of the students.

Elizabethtown College holds membership in the Association of American Colleges and the American Council on Education and is approved by the American Association of University Women, the New York Board of Regents, and the American Chemical Society.

LOCATION

The College is located in Elizabethtown, a residential community in Lancaster County, Pennsylvania, with a population of approximately 8,000.

Elizabethtown is situated in the midst of several of the larger cities in southeastern Pennsylvania, including Harrisburg, Lancaster, Lebanon, York, and Reading. The metropolitan centers of Philadelphia, Baltimore, and Washington, D. C. are within easy reach of the campus.

The surrounding area features a blending of productive agriculture and prosperous industry. Folklore abounds in the immediate area, which is the home of the famed Pennsylvania Dutch.

The College community has complete facilities for shopping, banking, and other personal services.

Access to Elizabethtown is available by the Penn Central Railroad and Pa. Route 283. An interchange of the Pennsylvania Turnpike is available at Highspire, approximately ten miles from Elizabethtown on Route 230 (take Harrisburg-East exit from Turnpike). The Olmsted State Airport is located at Middletown, eight miles from Elizabethtown on Route 230. A Harrisburg-Lancaster expressway now under construction eventually will replace Route 230 as a major artery.

ALUMNI ASSOCIATION

Alumni of Elizabethtown College are encouraged to maintain an active relationship with the College following graduation. The Alumni Association seeks to strengthen the bond between alumni and the College and to advance, in every way, the broad program of the College through a wide range of alumni activities.

To carry on the activities of the Association, local alumni chapters have been organized in various areas. The affairs of the Alumni Association are managed by a board of 16 councilmen and a designated representative from each active chapter. The officers of the Council, who are also officers of the Association at large, include a President, two Vice-Presidents, a Secretary, and an Executive Secretary.

Alumni are active in a variety of College-related programs, including recruitment of students, vocational consultative services for undergraduates, development activities, and general public relations services.

A regularly scheduled publication, *The Review,* is sent to all alumni to keep them informed about the progress and activities of the College, about various alumni functions, and about news of fellow alumni.

The Annual Alumni Appeal offers an opportunity for alumni to contribute to the ongoing program of the College.

ELIZABETHTOWN COLLEGE PARENTS ASSOCIATION

The Elizabethtown College Parents Association is organized to provide a channel for meaningful communication through which parents and the College may exchange views, share concerns, and work in close cooperation to advance the best interests of their common concern: the student.

All parents of students enrolled in pursuit of a degree at Elizabethtown College are considered to be members of the Parents Association and are encouraged to become active participants in its program.

The Parents Council, which includes representatives of the freshman through senior classes, is the chief agency for liaison between the Association and the College. Correspondence relating to the Parents Association should be directed to the Office of Public Affairs at the College.

WOMEN'S AUXILIARY OF ELIZABETHTOWN COLLEGE

The Women's Auxiliary of Elizabethtown College has an active membership of more than 1,000 women who share an interest in the broad program of the College. The Auxiliary participates in several major events on campus during the year, including a Spring Luncheon Meeting, May Day, and Homecoming Day.

Membership is open to alumnae, parents, and others wishing to become affiliated with the College through this organization. Correspondence relating to the Auxiliary should be sent to the President of the Auxiliary, Office of Public Affairs at the College.

BOARD OF TRUSTEES—1973

Officers

A. G. Breidenstine, *Chairman*
Cyrus G. Bucher, *Vice-Chairman*
Galen C. Kilhefner, *Secretary*
Clifford B. Huffman, *Assistant Secretary*
Earl H. Kurtz, *Treasurer*

Honorary Trustees

David E. Brinser, Middletown, Pa.
Frank S. Carper, Palmyra, Pa.
Paul M. Grubb, Elizabethtown, Pa.
John G. Hershey, Lititz, Pa.
Walter A. Keeney, Harrisburg, Pa.
Bessie H. Kline (Mrs. Josiah W.), Harrisburg, Pa.
Norman K. Musser, Columbia, Pa.
H. E. Raffensperger, Elizabethtown, Pa.
Noah S. Sellers, Lineboro, Md.
John F. Sprenkel, York, Pa.
Samuel S. Wenger, Lancaster, Pa.

Term Expires 1973

Cyrus G. Bucher (SP), Biglerville, Pa.
Robert A. Byerly (AN), Harrisburg, Pa.
Jay H. Eshleman (AA), Philadelphia, Pa.
Norman E. Keller, Lebanon, Pa.
Galen C. Kilhefner (AN), Elizabethown, Pa.
Wayne A. Nicarry, Greencastle, Pa.
J. Aldus Rinehart, Teaneck, N. J.
D. C. Stambaugh, Lancaster, Pa.
C. Clyde Weaver (AN), Lancaster, Pa.

Term Expires 1974

A. G. Breidenstine (AN), Lancaster, Pa.
Roger L. Forry (SP), Hanover, Pa.
Oscar L. Hostetter (SP), Thomasville, Pa.
I. Wayne Keller, Lancaster, Pa.
George L. Morrison, Jr., Harrisburg, Pa.
Benjamin G. Musser, Harrisburg, Pa.
James B. Pannebaker (AA), Middletown, Pa.
Galen S. Young, Wallingford, Pa.
Earl K. Ziegler (AN), Quarryville, Pa.

Term Expires 1975

Clifford B. Huffman (AN), Lancaster, Pa.
J. Harold Merkey (AN), Manheim, Pa.
Vernon F. Nichols (SP), York, Pa.
E. Mark Weaver (AN), Strasburg, Pa.
Ethel M. B. Wenger (AA), Rexmont, Pa.
Gweneth T. Zarfoss, Harrisburg, Pa.

Representation on the Board of Trustees is indicated as follows: (AN) Altantic Northeast District of the Church of the Brethren; (SP) Southern Pennsylvania District of the Church of the Brethren; (AA) Alumni Association. All others are nominees of the Board itself.

BOARD OF ASSOCIATES

Term Expires 1973

Glenn R. Bucher, Wooster, Ohio
Carlos R. Leffler, Richland, Pa.
J. Albert Seldomridge, Lancaster, Pa.

Term Expires 1974

Albert E. Richwine, Harrisburg, Pa.
Allen E. Tate, Lancaster, Pa.
Craig J. Turnbull, Camden, N. J.

Term Expires 1975

Margaret Miller Cassel, Lititz, Pa.
Elmer Q. Gleim, York, Pa.
S. Dale High, Lancaster, Pa.
James M. Miller, Madison, N. J.

ADMINISTRATION

OFFICE OF THE PRESIDENT

Morley J. Mays, Ph.D., D.D.	*President*
Wayne L. Miller, Ph.D.	*Executive Vice-President*
Doris O. Lewis	*Secretary to the President and Recording Secretary to the Board of Trustees and Associates*

OFFICE OF THE DEAN OF THE FACULTY

C. Dean Mitchell, Ph.D.	*Dean of the Faculty*
Robert V. Hanle, A.M.	*Assistant Dean of the Faculty*
Stanley K. Bowers, M.Ed.	*Coordinator of Instructional Services*
Anna M. Carper, M.S.	*Director of the Library*
Virginia K. Christopher, M.L.S.	*Readers' Services Librarian*
E. Margaret Gabel, M.S.	*Head Cataloguer and Assistant to the Director*
Donald L. Neiser, B.S.	*Registrar and Director of Summer Sessions*
Carol A. Tome, M.S.L.S.	*Library Cataloguer*

OFFICE OF THE DIRECTOR, CENTER FOR COMMUNITY EDUCATION

James M. Berkebile, Ph.D.	*Director of the Center for Community Education*
Edward L. Crill, A.B.D.	*Special Consultant in Program Development*
Aladar F. Kish, M.A.	*Director, Industrial Relations Institute*

OFFICE OF THE TREASURER

Earl H. Kurtz, M.A.	*Treasurer*
Walter E. Brown	*Superintendent of Buildings and Grounds*
W. Gregory Hill, B.S.	*Manager of Bookstore*
Gerard H. Risser, B.S., C.P.A.	*Business Manager*

OFFFICE OF DEAN OF STUDENTS

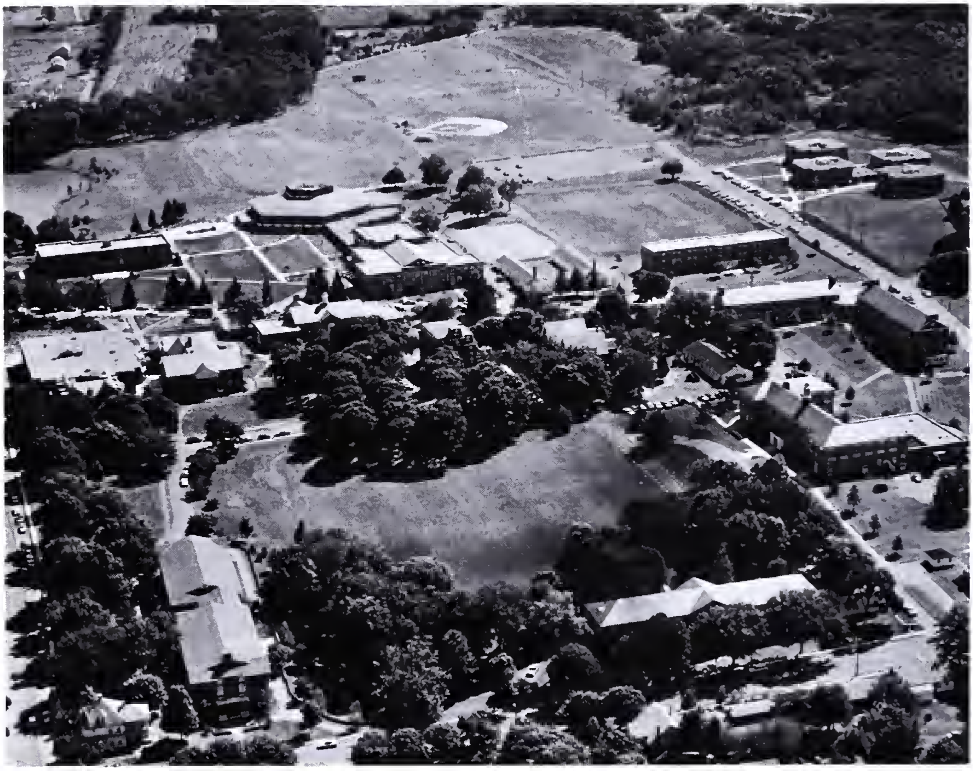
Fred M. Rice, M.Ed.	*Director of Counseling Services*
Gordon McK. Bateman, M.S.	*Director of Housing*
Arthur L. Cardinal	*Manager of Jay's Nest*
Wayne J. Eberly, M.A.	*Director of Financial Aid*
James R. Hilton, A.B.	*Director of Placement*
Lauretta D. Hynicker, R.N.	*Director of Health Care*
Opal E. Nees, A.B.	*Director of Student Activities*
Beverly V. Piscitelli, M.S.	*Counselor*
Royal E. Snavely, M.A.	*Counselor*
John M. Tulley, M.Ed.	*Director of Athletics*
Donald G. Yoder	*Director of Food Service*

OFFICE OF THE DIRECTOR OF PUBLIC AFFAIRS

James L. M. Yeingst, A.M.	*Director of Public Affairs*
Richard C. Lytle, M.A.	*Director of Public Information*
Albert W. Peterson, B.S.	*Director of Alumni Relations*
Campbell Snowberger, Ph.D.	*Director of Development*
Robert S. Young	*Director of Special Gifts*
D. Kenneth Hollinger	*Development Staff Officer*
James G. Helm	*Manager of the Cameron Conference Center*

CENTRAL AGENCIES AND SERVICES

D. Paul Greene, M.Div.	*Director of Admissions*
Robert M. Moore, B.S.	*Assistant Director of Admissions*
Martha A. Farver	*Office Manager and Assistant Director of Personnel*
Robert V. Hanle, A.M.	*Director of Institutional Research*
Hugh W. Harris, B.S.	*Director of Safety*
James L. Keefer	*Manager of the Data Processing Center*
Kevin J. Manning, B.A.	*Assistant to Director of Admissions*
Wilbur E. Weaver, Ed.M.	*Manager of the Post Office*



*FACULTY

MORLEY J. MAYS, *President*
A.B., Juniata College; A.M., University of Pittsburgh; Ph.D., University of Virginia; D.D., Bethany Theological Seminary. (1966)

WAYNE L. MILLER, *Executive Vice-President*
A.B., Manchester College; M.S., Purdue University; B.D., Bethany Theological Seminary; Ph.D., University of Southern California. (1967)

C. DEAN MITCHELL, *Dean of the Faculty and Professor of Chemistry*
B.A. Monmouth College (Illinois), Ph.D., University of Illinois. (1971)

ROBERT V. HANLE, *Assistant Dean of the Faculty and Assistant Professor of Education*
A.B., Elizabethtown College; A.M., University of Pennsylvania. (1964)

EMERITI

RALPH W. SCHLOSSER, *President Emeritus*
Pd.B., Elizabethtown College; A.B., Ursinus College; A.M., Columbia University; Litt.D., Ursinus College. (1911)

BESSIE D. APGAR, *Professor of Biology, Emerita*
A.B., Muskingum College; M.S., University of Pittsburgh; Ph.D., University of Pennsylvania. (1946)

CHARLES S. APGAR, *Professor of Biology, Emeritus*
B.S., M.S., Ph.D., University of Pittsburgh. (1946)

RICHARD W. BOMBERGER, *Professor of English, Emeritus*
A.B., Franklin and Marshall College; A.M., University of Virginia. (1962)

CLARENCE G. ENTERLINE, *Alumni Secretary and Director of Placement, Emeritus*
B.S., Albright College; M.S., University of Pennsylvania. (1956)

NEVIN W. FISHER, *Professor of Music, Emeritus*
Graduate, Blue Ridge College; Teachers' Certificate, Peabody Conservatory of Music; B.M., Eastman School of Music, University of Rochester; M.Music, Northwestern University. (1951)

ELIZABETH M. GARBER, *Professor of Political Science, Emerita*
A.B., LL.D., Hood College; M.A., The George Washington University; Docteur de l'Université, University of Paris. (1966)

VERA R. HACKMAN, *Dean of Women, Emerita*
A.B., Elizabethtown College; A.M., Columbia University; Professional Diploma, Teachers' College, Columbia University. (1944)

IRA R. HERR, *Professor of Physical Education, Emeritus*
A.B., Franklin and Marshall College; University of Pennsylvania; Temple University. (1928)

J. Z. HERR, *Treasurer and Business Manager, Emeritus*
B.E., Elizabethtown College; Columbia University. (1905)

KATHRYN NISLEY HERR, *Assistant Professor of Modern Languages, Emerita*
A.B., Lebanon Valley College. (1943)

---

* The faculty listing was compiled May 1, 1973 and reflects promotions in rank approved for 1973-1974.

GERTRUDE ROYER MEYER, *Professor of Music, Emerita*
Graduate in Music, Western Maryland College. (1920)

MARY B. REBER, *Professor of Art, Emerita*
B.E., Elizabethtown, College. (1928)

O. F. STAMBAUGH, *Professor of Chemistry, Emeritus*
B.S. Lebanon Valley College; M.S., Ph.D., The Pennsylvania State University. (1946)

NORMAN N. WEISENFLUH, *Professor of Psychology and Education, Emeritus*
M.A., University of Pennsylvania; Ph.D., University of Pittsburgh. (1964)

PROFESSORS

EDGAR T. BITTING, *Professor of Business, Department Chairman*
B.S., Elizabethtown College; M.B.A., University of Pennsylvania; C.P.A. (1952)

I. L. BOSSLER, *Professor of Mathematics*
B.S., Ursinus College; M.S., Purdue University. (1959)

CARL J. CAMPBELL, *Professor of English*
A.B., Franklin & Marshall College; M.A., University of Pennsylvania. (1962)

JOHN A. CAMPBELL, JR., *Professor of English*
B.S., M.A., Ph.D., University of Florida. (1968)

ANNA M. CARPER, *Director of the Library*
A.B., Elizabethtown College; M.S., Columbia University. (1960)

EUGENE P. CLEMENS, *Professor of Religion & Philosophy*
B.A., Goshen College; M.A., Ph.D., University of Pennsylvania. (1965)

J. THOMAS DWYER, *Professor of English*
A.B., M.A., Ph.D., University of Pennsylvania. (1960)

JACK L. HEDRICK, *Professor of Chemistry*
B.S., Elizabethtown College; M.S., University of Pittsburgh. (1963)

A. F. KISH, *Professor of Business*
B.S., Rutgers-The State University; M.S., University of Delaware. (1963)

*DONALD E. KOONTZ, *Professor of Mathematics, Department Chairman*
B.S., Juniata College; M.A., The Pennsylvania State University. (1961)

J. KENNETH KREIDER, *Professor of History*
A.B., Elizabethtown College; M.A., Ph.D., The Pennsylvania State University. (1964)

HENRY M. LIBART, *Professor of Art, Department Chairman*
A.B., Franklin & Marshall College; Equivalent Master's Degree certificate, Commonwealth of Pennsylvania. (1959-64, 1967)

MALINDA R. MAXFIELD, *Professor of English, Department Chairman*
B.A., Ph.D., Vanderbilt University. (1972)

RICHARD L. MUMFORD, *Professor of History and Clinical Professor in Social Science, Department Chairman*
A.B., University of Pennsylvania; M.Ed., Ph.D., University of Delaware. (1965)

ROLLIN E. PEPPER, *Professor of Biology, Department Chairman*
A.B., Earlham College; M.S., Syracuse University; Ph.D., Michigan State University. (1964)

M. EVELYN POE, *Professor of English*
A.B., Houghton College; M.A., Cornell University. (1962)

ZOE G. PROCTOR, *Professor of Chemistry*
B.S. Elizabethtown College; M.S. Bucknell University. (1959)

JOHN P. RANCK, *Professor of Chemistry*
B.S., Elizabethtown College; M.A., Ph.D., Princeton University. (1963)

D. PAUL RICE, *Professor of Education, Department Chairman*
A.B., Elizabethtown College; M.S., Ed.D., Temple University. (1963)

CARL N. SHULL, *Professor of Music, Department Chairman*
B.S., Bridgewater College; M.M., Northwestern University; Ph.D., The Florida State University. (1961)

RONALD L. SHUBERT, *Professor of Mathematics*
B.S., Elizabethtown College; M.A., University of Kansas; D.Ed., The Pennsylvania State University. (1964)

ARMON C. SNOWDEN, *Professor of Religion & Philosophy, Department Chairman*
A.B., Elizabethtown College; B.D., Crozer Theological Seminary. (1957)

MARTIN O. L. SPANGLER, *Professor of Chemistry, Department Chairman*
B.A., Bridgewater College; M.S., Ph.D., Virginia Polytechnic Institute. (1966)

STANLEY T. SUTPHIN, *Professor of Religion & Philosophy, Faculty Marshal*
A.B., LaVerne College, B.D., Bethany Theological Seminary; Th.D., Pacific School of Religion. (1963)

OWEN L. WRIGHT, *Professor of Physical Education, Director of Allied Health Program*
B.A., Bridgewater College; M.S., University of Illinois; Ph.D., University of Oregon. (1961)

JOSEPH P. ZACCANO, JR., *Professor of History*
A.B., Dickinson College; M.A., Ph.D., University of Pittsburgh. (1962)

CARL W. ZEIGLER, *Professor of Religion & Philosophy*
A.B., Elizabethtown College; M.Div., United Theological Seminary; D.D., Elizabethtown College. (1959)

*ROBERT E. ZEIGLER, *Professor of Science Education*
B.A., Bridgewater College; M.R.E., Bethany Theological Seminary; M.S., Ph.D., University of Wisconsin. (1966)

ASSOCIATE PROFESSORS

*ANNE-FRANCOISE MICHOT ARBUCKLE, *Associate Professor of Modern Languages*
Licence-ès-Lettres, University of Lyons; Diplôme d'Etudes Supérieures, University of Lille. (1969)

ERNEST A. BLAISDELL, *Associate Professor of Mathematics*
B.A., M.A., University of Maine. (1968)

STANLEY K. BOWERS, *Associate Professor of Education*
B.S., Millersville State College; M.Ed., Temple University. (1965)

CARL A. CALLENBACH, *Associate Professor of Education*
B.A., The Pennsylvania State University; M.A., Appalachian State University; D.Ed., The Pennsylvania State University. (1972)

EDWARD E. CHRISTOPHER, *Associate Professor of Business, Assistant Director, Industrial Relations Institute*
A.B., Washington University; M.M.S., U.S. Army Command and General Staff College; M.B.A., New York University. (1969)

---

* Absent on Leave, 1973-74.

PAULINE E. COUNCIL, *Associate Professor of Sociology*
B.A., M.S., Ph.D., The Florida State University. (1971)

EDWARD L. CRILL, *Associate Professor*
A.B., Manchester College; M.Ed., The Johns Hopkins University. (1959)

HUBERT M. CUSTER, *Associate Professor of Physics*
B.S. in E.E., Carnegie-Mellon University; M.S., Franklin & Marshall College. (1953-61, 1963)

ULDIS DAIGA, *Associate Professor of Modern Languages*
B.A., University of North Carolina; M.A., Temple University. (1965)

PAUL M. DENNIS, *Associate Professor of Psychology*
B.A., Bowdoin College; M.A., The New School for Social Research. (1968)

ROBERT D. DOLAN, *Associate Professor of Mathematics and Clinical Professor in Mathematics*
B.S., California State College; M.A., West Virginia University. (1964)

DARRELL R. DOUGLAS, *Associate Professor of Music*
B.S., University of Minnesota; M.A., Arizona State University; D.M.A., University of Southern California. (1972)

RUSSELL E. EISENBISE, *Associate Professor of Sociology*
B.S., McPherson College; M.A., Temple University. (1962)

DELBERT W. ELLSWORTH, *Associate Professor of Psychology*
A.B., University of California; M.A., San Francisco State College. (1970)

MARTHA A. EPPLEY, *Associate Professor of Economics, Associate Department Chairman*
B.S., Elizabethtown College; M.B.A., Indiana University. (1964)

HUGH G. EVANS, JR., *Associate Professor of Economics*
B.S., Juniata College; M.A., The Pennsylvania State University. (1968)

BOYD FOX, *Associate Professor of Education*
A.M., M.Ed., Ed.D., Utah State University. (1970)

E. MARGARET GABEL, *Assistant to the Director of the Library and Head Cataloger*
B.S., Kutztown State College; M.S., (L.S.), Syracuse University. (1966)

GEORGE A. GLIPTIS, *Associate Professor of Business*
B.S., J.D., University of Virginia. (1970)

SUZANNE SCHMIDT GOODLING, *Associate Professor of Modern Languages*
B.A., Gettysburg College; M.A., Middlebury College. (1964)

HARRY J. GRAHAM, *Associate Professor of Education*
B.S., Elizabethtown College; M.Ed., Temple University. (1963)

CHARLES M. GRAUPERA, *Associate Professor of Modern Languages*
B.Litt., Institute of Havana; M.A., University of South Dakota. (1966)

ROBERT J. HECKMAN, *Associate Professor of Biology*
B.S., Elizabethtown College; M.Ed., Millersville State College; Ph.D., The Pennsylvania State University. (1964)

FREDERIC E. HOFFMAN, *Associate Professor of Biology and Clinical Professor in Science*
B.A., M.S., Ph.D., Syracuse University. (1969)

WILLIAM J. JENKINS, *Associate Professor of Psychology*
B.S., M.Ed., D.Ed., The Pennsylvania State University. (1969)

MICHAEL J. KENNEY, *Associate Professor of Biology*
B.S., University of Wisconsin; M.S., University of Minnesota; Ph.D., Purdue University. (1970)

OTIS D. KITCHEN, *Associate Professor of Music*
B.S., Bridgewater College; M.M., Northwestern University. (1965)

JOHN E. KOONTZ, JR., *Associate Professor of Mathematics*
B.S., Juniata College; M.A., Bowling Green State University. (1966)

ROBERT E. LAMONTAGNE, *Associate Professor of Political Science*
A.B., St. Anselm's College; A.M., University of Pennsylvania. (1967)

RONALD L. LAUGHLIN, *Associate Professor of Biology*
B.A., Wabash College; M.S., The Ohio State University. (1968)

R. BRUCE LEHR, *Associate Professor of Sociology*
A.B., Bucknell University; M.A., Mexico City College. (1961)

ROBERT K. MORSE, *Associate Professor of Mathematics*
B.S., Franklin & Marshall College; M.A., Temple University. (1968)

*STANLEY R. NEYER, *Associate Professor of Business*
B.S., Elizabethtown College; C.P.A. (1964)

D. KENNETH OBER, *Associate Professor of Physical Education, Department Chairman*
B.S., M.S., West Chester State College. (1964)

H. MARSHALL POMROY, *Associate Professor of Business*
B.S., Elizabethtown College; M.Adm., The Pennsylvania State University; C.P.A. (1964)

WILLIAM V. PUFFENBERGER, *Associate Professor of Religion & Philosophy*
B.A., Bridgewater College; B.D., Bethany Theological Seminary; Ph.D., Boston University. (1967)

RAYMOND R. REEDER, *Associate Professor of Chemistry*
B.S., Case Western Reserve University; Ph.D., Brown University. (1969)

JOBIE E. RILEY, *Associate Professor of Communication Arts*
B.A., Manchester College; B.D., Bethany Theological Seminary; M.A., Northwestern University. (1961)

*AUSTIN D. RITTERSPACH, *Associate Professor of Religion & Philosophy*
B.A., Indiana University; M.Div., Union Theological Seminary; Ph.D., Graduate Theological Union. (1967)

ELISABETH D. RUSSELL, *Associate Professor of English*
B.A., M.A., Oxford University. (1969)

WAYNE A. SELCHER, *Associate Professor of Political Science, Department Chairman*
A.B., Lebanon Valley College; M.A., Ph.D., University of Florida. (1969)

HARRY L. SIMMERS, *Associate Professor of Music*
B.S., Bridgewater College; M.M., American Conservatory of Music. (1966)

DONALD E. SMITH, *Associate Professor of Communication Arts and Director of Theatre*
B.S., M.S., State University College at Geneseo. (1969)

SCOTT T. SWANK, *Associate Professor of History*
A.B., Elizabethtown College; M.A., Ph.D., University of Pennsylvania. (1966)

GLENN H. THOMPSON, JR., *Associate Professor of Earth Science*
B.S., Indiana University of Pennsylvania; M.Ed., The Pennsylvania State University. (1969)

BELA VASSADY, JR., *Associate Professor of History and African Studies*
B.S., The Pennsylvania State University; M.A., Ph.D., Temple University. (1971)

HELEN H. WENGER, *Associate Professor of English*
B.A., LaVerne College; M.A., University of Pennsylvania. (1966)

MICHAEL A. WORMAN, *Associate Professor of Political Science*
B.A., Grove City College; M.A., Ph.D., The Florida State University. (1970)

ASSISTANT PROFESSORS

STANLEY K. BEERY, *Assistant Professor of Mathematics*
B.A., Manchester College; M.S., Miami University. (1968)

LOUISE BAUGHER BLACK, *Assistant Professor of English and Clinical Professor in English Education and Communication Arts Program*
B.S., Elizabethtown College; M.S., Temple University. (1968)

EDWARD R. BLEAU, *Assistant Professor of Economics*
B.S., Massachusetts State College at North Adams; M.A., University of Illinois. (1972)

EDITH RAPP BOOHER, *Assistant Professor of Education*
B.S., M.Ed., The Pennsylvania State University. (1968)

ROBERT C. CHEUNG, *Assistant Professor of Psychology*
B.A., M.A., West Virginia University. (1970)

VIRGINIA K. CHRISTOPHER, *Readers' Service Librarian*
A.B., Washington University; M.L.S., Pratt Institute. (1969)

WAYNE J. EBERLY, *Assistant Professor of History*
A.B., Manchester College; B.D., Bethany Theological Seminary; M.A., The Pennsylvania State University. (1969)

LEE E. EVINGER, *Assistant Professor of Earth Science*
B.S., Dickinson College; M.A., Indiana University. (1970)

ROBERT G. GARRETT, *Assistant Professor of Health and Physical Education*
B.S., East Stroudsburg State College; Ed.M., Temple University. (1967)

GERALD E. GAU, *Assistant Professor of Education*
B.S., University of Minnesota; M.Ed., Ph.D., The Pennsylvania State University. (1972)

DORIS GORDON, *Assistant Professor of Allied Health and Director of Occupational Therapy*
B.S., in O.T., University of Pennsylvania; O.T.R. (1972)

SHARON E. HALL, *Assistant Professor of Social Work*
A.B., Wheaton College; M.S.W., Washington University. (1972)

*JOHN F. HARRISON, *Assistant Professor of Music*
B.M., M.M., The Florida State University. (1967)

RENE C. HOPE, *Assistant Professor of Physics, Department Chairman—Physics and Earth Science*
B.S., Ph.D., Brigham Young University. (1972)

YVONNE E. KAUFFMAN, *Assistant Professor of Physical Education*
B.S., Bridgewater College; M.Ed., West Chester State College. (1966)

CARROLL H. KREIDER, *Assistant Professor of Business and Clinical Professor of Business Education*
B.S., Elizabethtown College; M.Ed., The Pennsylvania State University. (1969)

---

*Absent on Leave, 1973-74

FRANK S. KUGLE, *Assistant Professor of Business*
B.S., Drexel University; C.P.A., (1972)

J. HENRY LONG, *Assistant Professor of Sociology*
B.S., Elizabethtown College; B.D., D.D., Bethany Theological Seminary. (1969)

JAMES E. MCVOY, JR., *Assistant Professor of Music*
B.M., Syracuse University; M.M., Eastman School of Music. (1970)

RICHARD E. MERRITT, *Assistant Professor of Education*
B.S., Elizabethtown College; M.S., Temple University. (1969)

DAVID J. PFALTZGRAFF, *Assistant Professor of Physics*
B.S., Elizabethown College; M.S., Drexel University. (1970)

H. HERBERT POOLE, JR., *Assistant Professor of History*
B.A., Franklin & Marshall College; M.A., University of Pennsylvania. (1969)

JACK P. SEDERHOLM, *Assistant Professor of Communication Arts*
B.A., M.A., Brigham Young University. (1972)

DONALD P. SMITH, *Assistant Professor of Physical Education and Head Basketball Coach*
B.S., University of Mississippi. (1972)

JOHN W. STITES, *Assistant Professor of Music*
B.S., Manchester College; M.M., Wayne State University. (1968)

EDWARD R. VAN VLIET, *Assistant Professor of Modern Languages and Linguistics, Department Chairman*
B.A., Bowdoin College; M.A., Ph.D., Brown University. (1971)

THOMAS R. WINPENNY, *Assistant Professor of History*
B.A., M.A., The Pennsylvania State University; Ph.D., University of Delaware. (1968)

RUTH C. WITMAN, *Assistant Professor of Mathematics*
B.A., West Chester State College; M.A., The Pennsylvania State University. (1969)

INSTRUCTORS

BARBARA ALLEN, *Instructor in Communication Arts (part-time)*
A.B., Mt. Holyoke College; M.S., Syracuse University. (1972)

DIANA BASTIAN, *Instructor in Music (part-time)*
B.M., Marywood College. (1971)

DORIS K. BITTING, *Instructor in Business (part-time) and Clinical Instructor in Business Education*
B.S., Elizabethtown College; M.Ed., Temple University. (1964)

VIRGINIA H. BURKEY, *Instructor in Music (part-time)*
B.M.E., Westminster College; S.M.M., Union Theological Seminary. (1965)

JOHN S. CRAMER, *Instructor in Allied Health (part-time)*
B.B.A., Adelphi College; M.B.A., The George Washington University. (1972)

JOHN R. EBY, *Instructor in Business (part-time)*
B.S., Lebanon Valley College. (1971)

KAREEN C. GILBERT, *Instructor in Physical Education (part-time)*
B.S., University of Maine. (1970)

NANCY B. HATZ, *Instructor in Music (part-time)*
B.S., Lebanon Valley College; M.A., Columbia University. (1968)

DONALD B. KRAYBILL, *Instructor in Sociology*
B.A., Eastern Mennonite College; M.A., Temple University. (1971)

IRMA MILLARD, *Instructor in Physical Education (part-time)*
Professional Dancer. (1971)

BARNEY T. RAFFIELD, III, *Instructor in Business*
B.B.A., M.B.A., Southern Methodist University. (1972)

GUY J. RAYMOND, *Instructor in Psychology (part-time)*
Ph.B., M.A., University of Detroit. (1970)

WISSAM ABOUL-SAAD, *Instructor in Chemistry (part-time)*
B.S., Alexandria University; M.S., The Ohio State University. (1972)

RONALD E. SCHAFER, *Instructor in Music (part-time)*
B.S., West Chester State College; M.Ed., The Pennsylvania State University. (1972)

PATRICIA H. SHERFY, *Instructor in Music (part-time)*
B.S., Bridgewater College. (1972)

ROBERT C. SHRIVER, *Instructor in Business (part-time)*
A.B., Columbia University. (1971)

CARL D. STRAUSBAUGH, *Instructor in English (part-time)*
B.S., Millersville State College; M.A., Western Maryland College. (1970)

CAROL A. TOME, *Library Cataloger, Instructor*
B.A., College Misericordia; M.L.S., Catholic University. (1972)

RANDOLPH L. TROSTLE, *Instructor in Business*
B.S., Elizabethtown College; M.Ed., Shippensburg State College. (1972)

JOSEPH A. WHITMORE, *Instructor in Physical Education*
B.A., Bridgewater College. (1968)

PATRICIA M. WRIGHT, *Instructor in Physical Education (part-time)*
B.S., LaVerne College; M.S., Indiana University. (1969)

ADJUNCT FACULTY

JOAN B. BELLMAN
B.S., O.T.R., Virginia Commonwealth University. (1954)

F. WELLS BRAYSON
M.D., Harrisburg Hospital, Harrisburg, Pa.

HEEMA CHURI
B.S., O.T.R., Institute of Physical Medicine and Rehabilitation, Bombay. (1971)

JOHN W. EIMAN
M.D., Abington Memorial Hospital, Abington, Pa.

K. ANN EVANS
B.S., O.T.R., Virginia Commonwealth University; M.A., University of Akron. (1966)

LINDA GILES
B.S., O.T.R., University of New Hampshire. (1959)

JEAN F. HILER
B.S., State University of New York; O.T.R., University of Pennsylvania. (1954)

MARGARET HOWISON
B.S., O.T.R., Virginia Commonwealth University. (1962)

SHIRLEY A. KREISER
B.S., O.T.R., M.A., Columbia University. (1964)

NANCY J. LEWIS
B.S., O.T.R., Virginia Commonwealth University. (1966)

ANNETTE LYNCH
M.D., B.S., University of Sydney, Australia; D.P.H., University of Bristol, England. (1966)

ANTHONY MAAS
M.D., Harrisburg Polyclinic Hospital, Harrisburg, Pa.

DONALD MAUD
B.S., O.T.R., Ohio State University. (1948)

WILLIAM V. MCDONNEL
M.D., West Jersey Hospital, Camden, New Jersey

WARD M. O'DONNELL
M.D., Lancaster General Hospital, Lancaster, Pa.

EDITH SNYDER
B.S., O.T.R., Virginia Commonwealth University. (1948)

WILLIAM UMIKER
M.D., St. Joseph's Hospital, Lancaster, Pa.

JOHN P. WHITELY
M.D., York Hospital, York, Pa.

MARGUERITE WILSON
B.S., O.T.R., Ohio State University. (1948)

ADMINISTRATIVE STAFF AND PARAPROFESSIONALS

BAUGHMAN, JOHN K., B.S.
Head Resident, Brinser Residence

BLEIL, DAVID, B.S.
Head Resident, Founders Hall

COX, MARY M.
Head Resident, Myer Residence

CRAIGHEAD, ESTA
Administrative Assistant in Dept. of Education

CRAIGHEAD, MOYER
Assistant in Food Service

CRIDER, A. JANE, B.S.
Assistant, Reading Program (part-time)

DISSINGER, JANE R., R.N.
Staff Nurse

ERB, GERALD M.
Equipment Supervisor, Physical Education Department

GARNER, NEVIN O.
Programmer, Data Processing Center

GILLMAN, BEATRICE H., B.S.
Director, Reading Program (part-time)

HEIM, ROGER A., B.S.
Paraprofessional in Instructional Services

HOFFMAN, DEBORAH, B.S.
Project Assistant, Biology (part-time)

HOLLINGER, J. ROBERT, B.S.
Chief Accountant, Business Office

HOUFF, DAWN L., B.A.
Assistant to the Registrar

KALTREIDER, CAROL, R.N.
Staff Nurse (part-time)

KENNEDY, ALLEN J.
Operator-Programmer, Data Processing Center

KNOUSE, ALICE, B.S.
Paraprofessional in Business

KROESEN, HOWARD A., B.S.
Programmer, Data Processing Center

LATTIN, CHARLOTTE, B.S.
Paraprofessional in the Department of Biology

LONG, MILDRED F.
Library Assistant in Readers' Service

MANNING, KEVIN, B.A.
Head Resident, Royer Residence

MARCH, PATRICIA
Assistant to the Director of Housing

MILLER, ELIZABETH A., B.S.
Library Assistant in Charge of Circulation

NENTWIG, NANCY J., R.N.
Staff Nursing (part-time)

REPLOGLE, THELMA S., B.A.
Library Assistant

ROWLEY, JAMIE H., B.A.
Head Resident, Ober Residence

STEELMAN, SARA E., Ed.M.
Adviser to Evening and Summer School Students (part-time)

SYLVES, ALICE M.
Project Assistant, Physics (part-time)

VALKENBURG, NANCY A., B.S.
Head Resident, Schlosser Residence

OFFICE PERSONNEL

ALLEN, MARIAN J.
Secretary-Hostess, Dining Room

*BARR, CHARLOTTE
Secretary, Secretarial Services

BARR, SANDRA
Clerk, Public Relations

BEALER, SANDRA
Secretary to the Dean of the Faculty

BECK, JEAN
Secretary to Assistant Dean of the Faculty

BOLTZ, SHIRLEY
Payroll Clerk

BRUBAKER, JANET
Secretary, Allied Health Program

DALTON, JOSEPHINE
Secretary to Director of Financial Aid

DROHAN, HATTIE
Secretary to Director of Alumni Affairs

EBY, JEAN
Clerk, Library

FARROW, KATHY
Stenographer, Admissions Office

FULTZ, HELEN
Secretary, Department of Safety

GAW, JEANETTE
Cashier

*GIBBONS, JOYCE
Secretary, Secretarial Services

GOOD, MARY
Clerk, Bookstore

GROFF, JUDY
Clerk, Mail Room

HAMILTON, DOROTHY
Clerk, Library

HILSHER, LINDA
Key Puncher

HIPPLE, MILDRED
Researcher/Typist, Development Office

HORNE, EMMA
Secretary to Director of Public Affairs

---

* Part-time.

HOSSLER, HELEN
Purchasing Clerk

*HOWELL, ELLEN
Typist, Admissions Office

KERSHNER, ROSEMARY
Secretary, Secretarial Services

KRAYBILL, JEAN
Secretary to Director of Personnel and to Office Manager and Assistant Director of Personnel

*MARTIN, CATHY
Clerk, Duplicating Services

MCBETH, DORIS
Secretary, Development Office

MCSPARREN, MARGARET
Secretary to Director of Admissions

MUMAW, RUTH
Secretary to Director of the Library

MYERS, HELEN
Secretary to Treasurer

MYERS, MARGARET
Clerk, Duplicating Services

RABER, SARAH JANE
Secretary to Director of Athletics

REED, DOROTHY
Secretary to Director of Placement

RHEN, GRACE
Clerk, Library

ROWLEY, ALICE
Secretary to Director of Student Affairs and to Director of Counseling Center

SHANK, ALICE F.
Bookkeeper-Clerk

SHENK, LINDA
Posting Clerk

SIKORSKI, STELLA
Secretary to Director of Student Activities and Receptionist, Control Center

SNAVELY, FREEDA
Switchboard Operator/Receptionist

SNYDER, YOLANDA
Secretary/Clerk, Instructional Services

*STEINHART, NORMA
Clerk, Secretarial Services

TAMKIN, BETTY
Secretary, Counseling Services

TULLEY, JUNE
Secretary to Registrar

WAGNER, JOYCE
Clerk, Registrar's Office

WASER, JANET
Key Puncher

*WOLVERTON, GERALDINE
Secretary, Secretarial Services

ZINN, DIANA
Secretary to Business Manager

Index

Page

Absences 144
Academic Information 128
Academic Program 13
Administration 159
Administrative Staff 169
Admissions 7
Admission to Advanced Standing 8
Allied Health Program 17
Alumni Association 155
Art Department 21
Anthropology 113
Associate Board 158
Attendance 132
Awards 149-150
Biology Department 24
Business Department 28
Calendar of the College 4-5
Campus 151
Campus Clubs 137
Campus Government 136
Campus Life 136
Center for Community Education 127
Chemistry Department 43
College History and Development 154
College Statement of Purpose 6
Communication Arts Program 49
Correspondence 175
Counseling Services 142

Page

Early Admissions Plan 8
Earth Science 95
General Studies 13
Graduation Requirements 131
Education Department 54
Engineering 96
English Department 59
Ethnic Understanding Fund 149
Expenses, 1973-74 143
Faculty 161
Financial Aid 145
Forestry 121
Grants 146
Healing Arts 124
Health Services 138
History Department 66
Interdisciplinary Majors 120
Life Insurance Program 149
Loans 147
Location of College 155
Mathematics Department 71
Medical Secretarial Science 32
Medical Technology 123
Modern Languages Department 75
Music Department 84
Parents Association 156
Physical Education and Health Department 91
Physics and Earth Science Departments 95
Political Science Department 101

Page

Pre-Legal 124
Pre-Ministerial 125
Professional and Pre-Professional Curricula 124
Psychology Department 105
Publications and Communications 148
Recreation and Athletics 138
Religion and Philosophy Department 109
Residence Living 139
Scholarships 145
Severance From College 134
Social Science Major 123
Sociology Department 113
Student Conduct 140
Student and Public Enterprises 142
Study Abroad 125
Trustee Board 157
Withdrawals 134, 144
Women's Auxiliary 156

Correspondence

All correspondence should be addressed to Elizabethtown College, Elizabethtown, Pennsylvania 17022. Correspondence dealing with a particular matter should be directed as indicated below.

Academic Matters	Dean of the Faculty Alpha Hall
Admission of Students	Director of Admissions Alpha Hall
Alumni Activities	Director of Alumni Relations Alpha Hall
Business Matters	Treasurer Alpha Hall
Center for Community Education	Director of CCE Alpha Hall
Evening Studies	Registrar Alpha Hall
Financial Assistance	Director of Financial Aid Alpha Hall
General Information	Director of Public Affairs Alpha Hall
Gifts or Bequests	Director of Development Alpha Hall
Housing of Students	Director of Housing Baugher Student Center
Intercollegiate Athletics	Director of Athletics Baugher Student Center
Summer Session	Registrar Alpha Hall

2086

WERT
BOOKBINDING
MIDDLETOWN, PA.
SEPT. 77
We're Quality Bound